AMBROSE
UNIVERSITY COLLEGE

FACULTY OF
ARTS & SCIENCE

SCMP 500/A

SOCIETY AND CULTURE: METHODOLOGIES AND PRACTICES IN EDUCATION

Semester 1: Fall 2010

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 INTRODUCTION:

SCMP 500 (A&B) - COURSE DESCRIPTION

The B.Ed. Program includes three courses (one six-credit course and two three-credit courses) of **Society and Culture -Methodologies and Practices,** SCMP 500, SCMP 600, and SCMP 700, designed to provide pre-service student teachers with information in two main areas – 1) Society & Culture and 2) Methodology and Practices of Teaching:

1) **Society and Culture aspect of the course-** aims at developing knowledge, understanding, skills, values and attitudes essential to achieving social and cultural literacy by examining the interactions between persons, societies, cultures and environments across time. When you read items in the Society and Culture aspect of the syllabus, one of the things that will

become quickly apparent is the emphasis placed on various concepts. A concept can be defined as an "idea or meaning conveyed in a term". However, concepts are one of the three vital elements of the content in Society and Culture. Concepts, Competencies, and Standards, along with research methodologies and subject matter are what make up the SCMP course.

There are five key areas we will discuss in this course; **people**, **society**, **culture**, **environment** and **time**. These concepts are fundamental to the course and apply to all of the SCMP 500 topics. These concepts are interrelated as they cannot be studied in isolation. Through the study of Society and Culture part of this course, students will develop and acquire:

a) *knowledge and understanding about:*

- personal, social and cultural identity
- cultures shared by members of societies
- interactions of persons, societies, cultures and educational environments across time
- continuity and change, personal and social futures and strategies for change in education
- the role of power, authority, gender and technology in societies and cultures

b) *competencies to:*

- apply and evaluate social and cultural research
- investigate and engage in effective evaluation, analysis, and synthesis of information from a variety of sources
- communicate information, ideas, and issues in appropriate forms to different audiences in a variety of contexts.

c) *informed and responsible values and attitudes towards:*

- a just society
- intercultural understanding
- informed and active citizenship
- ethical research practices
- lifelong learning

2) **Methodologies and Practices aspect of the course-** will focus in the understanding of the professional, ethical, administrative, and social foundations and practices of education in Canada and other socio-cultural contexts, including First Nations, special education, ESL, and international contexts. The course is intended to sensitize B.Ed. students to perspectives and issues regarding First Nations learners, ESL students, as well as those of children with learning disabilities or families representing various cultures. This course is designed for B.Ed. students to understand various familial and societal perspectives and issues regarding inclusion of all learners, including ESL, First Nations, and special learning needs students in elementary schools.

Student teachers will examine current and past societal and cultural perspectives and educational practices which have influenced and continue to influence educational practices and children's learning in Canada. This aspect of the course will provide the student teachers with:

   a) *knowledge and understanding about:* the best practices of achieving optimum impact in ALL children's education. The Bachelor of Education Program, and, specifically, the SCMP course *customizes* and continuously adapts, updates, and refines its learning materials, and disseminates them through a *variety of modalities*. The course also ensures effectiveness by focusing on studying results, including learning, assessment, differentiation, and the effective use of technology in elementary schools.

   b)   We will discuss three different types of approaches to teaching: a) transmission or technical; b) transactional or practical; c) emancipatory or transformational. We will refer to the Alberta School Act, (http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941 where the instructional models are outlined. There are four models that will be the focus of our discussion: information processing (which I will call conceptual), behavioural (which involves direct instruction and most of you are very familiar with this method), social interaction (which I call co-operative), and learner's personal characteristics model.

Curricular Type	Transmission Technical	Transaction Practical	Transformational Emancipatory (Critical)
Instructional Model	Direct Instruction	Conceptual Co-Operative Experiential	Inquiry based Brain Based
Learning Theory	Behaviourist	Constructivist	Constructivist

However, you should note that a teacher's worldview is involved in each of these levels of instruction. If a teacher believes that knowledge is constructed, rather than being "found" out there in the world, then the teacher would be more comfortable with transactional curricula, and conceptual and experiential models. On the other hand, if a teacher believes that the primary role of the school is for people to learn to get along, then that teacher would be comfortable with a co-operative model. For example, SCMP curriculum is transactional and transformational, firmly planted in constructivist learning theory and it is conceptually, inquiry based, and brain based oriented, because this is what the professor believes in.

We will use a number of different instructional strategies in each of our meetings. Examining the various instructional strategies is useful, but to be able to enact, for example, an interactive instruction lesson, it is necessary to have a clear description of the instructional methods which fall within each group. A typical error for pre-service teachers is that sometimes they write in a lesson plan that the class will discuss concept X, but when one reads the lesson plan, one will wonder what the students will know about concept X at the end of the class? How will the teacher assess students' knowledge? How does the teacher create opportunities for students to get involved in a discussion about the topic? etc. We believe that a discussion is not when one person talks. A discussion involves multiple voices. If the pre-service teacher were to use one of the described teaching methods, then that teacher would know what the students knew about concept X. The following table attempts to put the above instructional models and teaching methods into various instructional families.

Instructional Model	Experiential	Co-Operative	Conceptual
Teaching Methods	Field Trip Inquiry - based Predict, Observe, Explain Play, Debrief, Replay Concept Formation Concept Attainment Jig Saw Independent Research	All experiential + Role Play Simulation Jig Saw	All experiential All co-operative Concept Web

CONTENT OF SOCIETY AND CULTURE: METHODOLOGIES AND PRACTICES IN EDUCATION 500/A

This course introduces students to a historical perspective regarding educational practices and a critical thinking approach to shifts in educational practices over the centuries. This is the first of three graduated and integrated courses in SOCIETY AND CULTURE: METHODOLOGIES AND PRACTICES IN EDUCATION (SCMP).

In this foundational course, students examine the underlying philosophical and epistemological bases of educational practices and shifts in educational practices, at different historical periods of time in Canada and other countries. Students will examine educational practices in Canada and in, at least, one other country of their choice. Students will also critically analyze how and why disciplines normally used to organize and present information in schools and community settings have shifted in emphases over time and in different historical periods.

The course draws from historical approaches to educational practice and shifts in practices, with attention to cultural or societal anomalies responsible for shifts in such practice as well as the current debates regarding educational practice, such as inclusion versus non-inclusion approaches to children with special needs and those of various cultural backgrounds, including First Nations learners; or constructivist versus transmission-based approaches.

Prerequisite: No prerequisite

This syllabus is a document that gives students enrolled in this course a comprehensive summary of what they are to be taught in this specific course. By the time we reach the final exam week at the end of the semester, you should have a thorough knowledge of the main areas of Society and Culture and Methods and Practices used in education. Sections A (Fall) and B (Winter) of this syllabus list the main items covered, such as the aims, objectives, course structure, content and assessment, etc.

Importance of concepts to society and culture

Along with the fundamental concepts of education, you will notice that **SCMP 500** is based on in- depth studies that require you to integrate the concepts of power, authority, culture, gender and technology in teaching. You will also notice that each topic area of the syllabus will list a number of key concepts and competencies relevant to the specific topic to be studied. Students must be able to define each of the concepts and competencies, understand how they relate to the topic and use these concepts in their discussion of various topics, both in class and in their assessment and in the field experience.

Research methodologies

One of the other vital components of the SCMP 500 course is the understanding of research methodologies. These form one of the vital components of the course and reinforce the need for intentional lesson planning and teaching. Students will be required to define, interpret, understand and use research methods outlined in the syllabus. The outcomes encompass various skills needed to effectively utilize and employ research methodologies. *SCMP 500* outlines the nature of social and cultural research methodologies. These methodologies are the quintessential element of the Personal Interest Project (PIP). A sound understanding and an ability to effectively apply research methodologies are fundamental foundations of the course and they are also an exceptionally valuable tool for work, further study, and life.

The SCMP 500 requires a higher standard and a more rigorous understanding of the topics discussed. Often, the difference between being successful in a course or not can be in the

descriptors of the course. For example, one outcome may be that the student "**describes** the interaction between persons, societies, cultures and environments across time" or another may be, the student "**explains ...**" Many of the other outcomes are similar in this way; they would involve that the student "**identifies**", "**analyses**", "**investigates**" and "**evaluates**". It is important that you study the differences in the outcomes carefully as this gives you an insight into the different expectations of the SCMP 500 course.

Change and the future

One of the major features of SCMP is its emphasis on continuity, change, and the future. The Personal Interest Project (PIP) also provides a vehicle where these issues and concepts can be investigated and discussed. SCMP 500 in-depth studies incorporate the fundamental concepts discussed in class or observed in the field experience and includes a section in both the "learn to" and "learn about". One of the course outcomes states that you need to explain interaction, evaluate continuity and change, and assess social futures and strategies for change and their implications for societies and cultures.

These concepts and issues are very important to the course. No society and culture is static. They are constantly in a state of flux, changing, and evolving continuously. However, it is also important to remember that continuity is an important concept. This does not mean an absence of change but rather it involves the forces, people, movements, or institutions that are inherently resistant to or supportive of change.

Another important skill that goes hand in hand with continuity and change is the future. The in-depth studies of continuity and change require the students to look at the future of the society, culture or country. The syllabus requires you to consider future scenarios, directions and possibilities that, of course, can be discussed in terms of "What has happened in the past?" and "What is happening in the present?" For instance, the future of the impact of technology in education in Canada can be considered in terms of the past events, current issues, and future possibilities.

Socially literate teachers are professional educators, who strive to understand the world around them and perform to their potential in Society and Culture. They will need to be aware of

contemporary social issues at the local, national and global levels. It, also, requires student teachers to show critical discernment towards the media. Therefore, it is essential for students to read newspapers, watch the news and appropriate television programs. Students should read widely, be involved in social debate and take an active interest in the world around them. Many valuable pieces of information that relate to society and culture can be gained from simply watching or reading 30 minutes or more of quality news and current affairs each day. Models for programming cross-cultural and other comparisons:

SCMP 500/A course	Focus of comparison, as required in the syllabus	Country A	Country B
Social and Cultural Continuity and Change	in a selected country	Russia	China
Popular Culture	one popular culture with a local, national and global perspective	hip hop, disco clubs	Jackie Chan action movies
Belief Systems	one belief system and its relationship to the wider society and culture	Environmentalism, communism	Confucianism, humbleness
Education and schooling	Beliefs about education, teacher student relationships, models of teaching	Knowledge - transmition model	Rote memorization
Work and Leisure	Attitudes toward work and leisure within one society	Work hard and play hard	Work hard and work hard

It is important that you read the syllabus carefully and follow the requirements. For example, belief systems include non-religious beliefs such as feminism, democracy, fascism and communism. There is also substantial difference between country and culture. The selection of a

popular culture for a focus study must meet the requirements of the distinguishing characteristics of popular culture such as:

- being associated with the education of children (both formal and informal)
- developing from a local to a national to a global perspective
- changing and evolving constantly.

SECTION A – TEACHING, LEARNING, AND ASSESSMENT

TEXTS AND SUPPORTING MATERIALS

Texts and supporting materials –There are required readings for this course and important information has been included in a Custom Courseware, compiled by the instructor for you. Also, students will be given a number of textbooks for SCMP 500.

COURSE TOPICS

- Historical analysis – discussion of practices in education (from Greeks to 21-st century)
- Characteristics of various educational philosophies and philosophers
- Conceptual analysis of educational practices (e.g. teaching and assessment practices, First Nations, non-native language speakers, special needs students)
- Aims of schools throughout history
- Practices in education expressed in the Canadian school context
- Educational practices expressed in the First Nations settings
- Educational practices expressed in culturally diverse settings
- Roles of schooling in different cultures
- Characteristics of constructivist vs. transmission-based approaches – What does an effective education consist of?
- Teaching students for whom English is not the first language
- Ways in which culture and educational opportunities relate to one another.

COURSE AIMS

This course assists students in the development of skills and understandings of the historical foundations of education and the institutional and societal characteristics of education in different historical periods. The teaching and learning elements of this course aim at providing students with opportunities to:

1. Develop an awareness of different philosophies of education and models of delivery of instruction based on the expectations of the historical period and the culture where education occurred. This will be achieved through using a variety of techniques including research, role-play presentations, and analysis of the life of educational philosophers and their philosophies;

2. Come to a better understanding of the strengths, weaknesses, highlights, and applicability of the philosophies in our schools today. This will be achieved through critical thinking and shared praxis;

3. Develop an enhanced awareness of the range of educational contexts that teachers engage in their field experience in different schools. This will be achieved through keeping a professional journal, classroom discussion, shared praxis;

4. Learn how to communicate effectively in all contexts of the teaching-learning process;

5. Develop an understanding of pedagogy and of the role it plays in the development of universal design for effective teaching and learning, of a range of other literacies, and of learning across the curriculum.

SCMP 500/A addresses the following key questions:

* Who are the education philosophers that have impacted education over the centuries?

* What are the purposes and contexts in which education was developed and changed?

* How can a sound pedagogy maximise communication and learning in the classroom?

* How has the "changing face" of Canadian demography impacted Canadian education?

The central discussion for this course has two critical elements. They are:

1. *What is the relative influence of the various factors affecting learner behaviours in schools,*

2. *How may these findings be applied in structuring effective classroom learning environments where pedagogy is based on constructivist learning principles?*

In order to address these questions, students will begin by identifying their personal beliefs in the foci, aims, strengths, and weaknesses of different educational philosophies, drawing upon

theories of learning used in each historical period. Next, they will explore the functions and responsibilities put upon education in different contexts and settings, the situations teachers face, with children, parents, colleagues and the community in educational settings in Canada.

Finally, students will develop an understanding of pedagogy and its use in developing a range of literacies – especially aesthetic, spoken, kinaesthetic etc. Throughout the course, students will engage in interactive workshops that model effective pedagogy and provide alternate forms of interactions within classroom settings. Children's educational needs are also explored. Students will be encouraged to observe, research, and refer to different educational scenarios from field experience and other courses in the B.Ed. program at Ambrose.

LEARNING OUTCOMES

Outcomes- the skills and competencies - Probably the most important point to make is that teaching is all about outcomes (the skills and competencies) and this applies to all of the B.Ed. courses not just SCMP. What this means is that the focus is on what you, as the learner, are intended to learn as a result of studying in this course.

 Application outcomes:

> How do we meet benchmarks and standards of good educational practice expected by the government? For example: for teachers to actively engage the brain development sciences to better understand and practice their craft.

> What is needed if we are to plan, implement and evaluate best practices such as mastery learning, interactive and collaborative teaching approaches, meeting the specific needs of individual students, creating supportive learning environments, working with parents and the community?

There are seventeen Knowledge Skills and Attributes (KSA) of Teaching Quality Standards set by Alberta Learning and SCMP 500/A focuses on five of them. There, also, are ten competencies and this course focuses on seven of them:

KSA emphasized in SCMP 500	Competencies emphasized in SCMP 500
Teaching Quality Standards, Ministerial	

Directive 4.2.1 Interim Professional Certification Teachers who hold Interim Professional Certification are expected to demonstrate consistently that they understand:	
a - contextual variables affect teaching and learning. They know how to analyse many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students` learning;	**1** –Build affirmative with children
c - the purpose of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;	**2** –Apply theories of curriculum, learning, and assessment to the development of programs
d - the subject disciplines they teach. They have completed a structured program of studies through which they acquired knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;	**3** –Build Learning Communities
e - all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students` different learning styles and ways students learn. They understand the need to respond to differences by creating	**4** –Design teaching and learning scenarios that include inquiry-based learning

multiple paths to learning for individuals and groups of students, including students with special learning needs.	
l- the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;	**6** – Engage in shared praxis
	7 –Design and implement programs that incorporate attention to cultural realities and diversities
	8 – Understand critical and creative thinking as essential to learning in all programs

While many of the outcomes (KSA and Competencies) apply to a number of different areas of the syllabus, Competency **4 –Design teaching and learning scenarios that include inquiry-based learning** is specific to the Personal Interest Project (PIP) that you will be required to produce in this course. The PIP is the major research project or practical component of this course. It is a demanding yet exceptionally rewarding element of the course that involves large-scale planning and time management skills given its length and duration (due at the end of the semester). The PIP will provide students with vital skills for planning, designing and applying a real classroom situation based on the skills learned in all the Ambrose B.Ed. courses.

CONTENT, ORGANISATION, AND TEACHING STRATEGIES

This course will be presented using a combination of teaching strategies. Discussions, lectures, workshops, guest speakers, and on-line resources will all be used to actively engage students in the learning process. Workshops will provide opportunities for students to explore different educational philosophies and experience them through discussions, presentations, role-play and other active learning strategies encompassing a range of philosophies of education. Workshops will also give students the chance to experience pedagogical approaches first hand, as well as the

opportunity to apply their understanding of these pedagogies by leading their peers through a learning experience.

Teaching and learning is a holistic act and as such, emphasis will be placed on learning that actively involves and engages the students. On-line resources and field experience notes and scenarios will be used to support the inquiry and brain-based learning. In planning the course, I seek to:

- ***Prompt you to think about what you are coming to know about learning, teaching and yourself - using various perspectives;***
- ***Share cutting-edge research and properly validated scientific interpretations;***
- ***Highlight many of the basic paradigms studied in this and other courses upon which you will consider curriculum applications, how you might actively engage your own and others' learning potential, using good inclusive pedagogy.***

To best benefit from this course, I advise you to use these discussions to develop scholarly perspectives when engaging new information or reorganising what you already know into a helpful knowledge set for learning and teaching.

Historical Foundations of Education

This part of the course will focus on concepts of philosophers, the place of education institutions and their philosophies in history. Also, the origins of modern concepts of childhood and their relationship to educational thought and practice will be examined.

Learning about Learning - Students will explore a range of ways in which people of different cultures learn. Students will focus on the diversity of learners, language and socio-cultural realities, as well as children's diverse abilities and interests. Importantly, students will consider the theories that inform what is known about children`s learning and the forms of knowledge valued by such theories. There is a strong focus in this chapter on understanding learning within the contexts of rapidly changing social environments.

Teaching and Schooling in Eastern and Western Civilization – Students will get involved in discussions on how western and eastern educational thought has influenced teaching and

schooling. From that perspective, they will analyze the development and changes of schooling from Plato and Confucius to the present times. This chapter will help the students recognize that education has historical antecedents that influence its present.

Philosophical Foundations

This course, also, aims at introducing students to the foundations of knowledge and its disciplinary nature in the context of educational practices in elementary schools in different settings. In contrast to the disciplinary taxonomy of knowledge, partly by which formal education has been generally structured, other ways of conceiving knowledge and ideas of general education for basic elementary education will be explored.

Students are expected to critically consider and understand the place of knowledge in schooling and the making of school teachers in relation to the current system of education in Alberta and to reflectively deliberate on their own learning in undergraduate years and throughout their entire life – starting to "mould" their own philosophy of education. The main examples for these discussions will stem from the knowledge taken from field experience professional logs, Programs of Study in different subjects, etc.

Sociological Foundations

Education is pervasive in society and sociology offers varied ways of examining this social institution. Sociological foundations of education need to be understood in terms of the role of the teachers, the community, and the administrations, the students, their parents, and the historical traditions of a particular society. This course will introduce you to the complex organization of education and schooling in our multicultural society. It deals with the processes of teaching and learning, with the role of education in society, with the social construction of knowledge. Areas like the school community relations, the school culture, the recruitment and the training of teachers, the history and geography of a particular community and the history of educational problems, constitute sociological foundations of education. Topics that will be discussed in this chapter:

- Education and human behaviour;

- Definition of sociology of education;

- Education and culture;

- Social control of education and social change;

- Social class and education;

- Education and interpersonal relations;

- The culture of schools;

- The social structure of the school.

This chapter will help students recognize that education operates in the context of other social institutions. Also, students will recognize that education is not only a social institution, but a sociological phenomenon, too; and that formal education has been and is part of society's social structure. The content of this chapter will contribute to the development of a number of skills, especially those related to the relations between education and communication, creativity, inquiry and shared praxis.

Development of KSA and Competencies:

Opportunities taken from this course provide a basis for you, as a B.Ed. Ambrose graduate, to have personal effectiveness skills in relation to your understanding of how to learn for meaning. They, also, enhance professional effectiveness where you apply what you know of cognitive and metacognitive development and ways in which these may be used and strengthened through classroom teaching and learning. The focus of this course will be in equipping you with the necessary KSAs and competencies that will help you learn how to build relationships with children, know how to apply theories into program development, build learning communities, use inquiry in designing lesson plans, engage in shared praxis, show due attention to diversity and cultural realities, learn different learning modalities, and understand the importance of critical and creative thinking.

Flexible Learning:

Whilst you are expected to attend all classes, there is ample opportunity for flexible approaches to consolidate the content provided by using the Courseware prepared for you. Other ways that

you will be expected to show your learning is through shared praxis mainly focused on your (ethnographic) journals from field experience. Another opportunity to learn is through your presentations of different philosophies and philosophers and your peers' critiques and feedback.

Course Organisation and Teaching

The instructor will deliver this course as a combination of lectures, presentations, role-play, reflections and assigned readings. There will be a space for feedback on learning each class. A PowerPoint slide presentation will be available before each week's meeting on the Moodle, and students should read the PowerPoint slides before coming to class.

``Villages``- assigned work groups- will meet (outside class time) through the semester. This gives you opportunities to complete assigned pre-reading and thus gain maximum benefit from class activities. You are reminded that participation in (village) discussions is essential for optimal results in this course. Across this aspect of our teaching & learning context the emphasis is on building with you a portfolio of useable strategies to represent the psychology, pedagogy and practices of effective teaching and learning. Attendance will be taken into account in determining final grades, especially if you are near the grade cut-off points.

Rationale for Teaching Methods:

I believe that students develop better mastery of course content by following up the content material presentation with a practice-focussed village discussion and relevant reading – and then summarizing the experience and reflecting on its classroom applications, how you might use it to actively engage your own and others' learning potential, and, what it means to use a good inclusive pedagogy. Within villages, you will share experiences of particular phenomena described in the lectures as well as using clarifying, questioning, and predicting strategies of learning to consolidate content and your own thinking and sharing observations from field experience journals.

CONTENT SUMMARY

Please, refer to the detailed course outline package. Note that the sequencing of these topics may vary due to the scheduling of other components of the B.Ed. program at Ambrose.

ASSESSMENT

Assessment will relate directly to the assignments and projects mentioned in the syllabus and explained in the following paragraphs from **both** the "learn to" and "learn about" perspectives of the course. The instructor will use KSA and Competencies taken directly from the outcomes for the SCMP 500 course to determine the final grade. For example, an assignment   may ask students to "Analyse the impact of the stakeholders in the control of ONE popular culture, supported by a discussion of the research methods used in your focus study of that dominant culture". The first half of the question refers specifically to the "learn about" part of SCMP 500 course while the second part of the question refers to the "learn to" section.

In short, keep referring to the course outcomes- skills (KSA) and competencies - to check whether your society and culture studies and design for learning are on the right track. <u>Students are advised that the following guidelines should be followed when preparing assignments:</u>

• Assignments should be typed using a size 12, Times New Roman font. Students should use A4 paper and all text should be 1.5 line spaced. However, we will try to use printing as seldom as possible because we want to go green by utilizing the Moodle whenever we can.
• A margin of at least 3 cm should be left on the pages of your assignment to allow for comments.
• Please use headings to organise your text wherever appropriate and make sure you do proofreading before handing in an assignment.
• To save the potential trauma of re-writing lost assignment items, **keep a copy** of all assignments and do not erase the disk(s) on which they are stored when using a word processor. You will also be required to prepare an electronic portfolio of all the assignments to be handed in at the end of the semester.
• Students should attach a title page to each assignment. All assignments submitted must have the following details on a title page:

- Course title and semester;
- Your instructor's full name;
- Your full name and student number;
- The name of the assignment;

- Due date

Summary of Assessment

	ASSIGNMENT TOPIC	WEIGHTING	KSA COMPETENCY ASSESSED	DUE DAY AND TIME
ASSIGNMENT 1	**TEACHING- MY PROFESSIONAL CHOICE**	**10%**	**KSA- a, e, g Competencies: 1, 3, 6**	**SEPT 10, 1:00 AM**
ASSIGNMENT 2	**TEACHERS WHO INSPIRED ME**	**10%**	**KSA- e, g, n, Competencies: 1, 3, 9,**	**SEPT 15, 1:00 AM**
ASSIGNMENT 3	**REFLECTIONS ON THE MOVIE "Freedom Writers"**	**10%**	**KSA- h, i, p, Competencies: 1, 5, 7,**	**SEPT 14, 1:00 AM**
ASSIGNMENT 4	**BUILDING THE "DREAM SCHOOL"**	**10%**	**KSA- a, b, c, e, Competencies: 4, 5, 7,**	**SEPT 17, 1:00AM**
ASSIGNMENT 5	**AN ANALYSIS OF AN EDUCATIONAL PHILOSOPHER AND PHILOSOPHY**	**10%**	**KSA- a, i, o Competencies: 6, 8, 10**	**SEPT 29, 1:00 AM**
ASSIGNMENT 6	**CASE STUDY- Education as a facilitator of the integration of generations into the present system"**	**10%**	**KSA- n, o, p, Competencies: 2, 6, 8, 9,**	**OCT. 22 1:00 AM**
ASSIGNMENT 7	**ANALYZE ONE CULTURE AND ITS SYSTEM OF EDUCATION- <u>GROUP PRESENTATION</u>**	**15%**	**KSA –a, e, i, n, o Competencies: 3, 5, 6, 7,**	**See the syllabus & the signup sheet**

ASSIGNMENT 8	MINI LESSON – INDIVIDUAL PRESENTATIONS (PIP)	10%	KSA- c , d, e, f, i, Competencies: 1, 2, 4, 5, 8,	See the syllabus & the signup sheet
ASSIGNMENT 9	FINAL PROJECT– a) CHARACTERISTICS OF A ``DREAM`` SCHOOL OR b) CHRISTMAS PRODUCTION GROUP PRESENTATIONS	15%	KSA- a, b, c, d, e, g, h, i, j, k, l, m, n, o, o, p, Competencies: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,	See the syllabus & the signup sheet
TOTAL		100%		

<mark>Assignment 1 –</mark> **TEACHING- MY PROFESSIONAL CHOICE** **10%**

Expectations: You are starting an exciting journey in the B.Ed. program. This education is going to impact the rest of your life. You must have thought long and hard before making this decision to become a teacher. There must have been reasons that led you to this decision. In a 1 page paper, describe the reasons why you chose teaching as your profession.

<mark>Assignment 2 –</mark> **TEACHERS WHO INSPIRED ME** **10%**

Expectations: In our lives we have had many teachers. Some of them have made a great impact in who we are today. Share some of the stories of teachers who have inspired you over your life. Put your thoughts on a 1 page paper.

<mark>Assignment 3</mark> – **REFLECTIONS ON THE MOVIE "Freedom Writers"** **10%**

Expectations: This movie is based on a real story as represented by Erin Gruwell in her book, "Teach with Your Heart". Grunwell, who taught at Woodrow Wilson High School in Long Beach California, says, "*I asked them, 'How many of you have been shot at?' and at that*

moment all the kids raise their hands. Whether or not it was true, they had this bonding moment where they were pulling up their shirts and showing where they'd been knifed, and showing where they'd been hit." - Erin Gruwell, *"Be Heard"* YouTube Video Series, December 2006. Watch the movie and write your reflections on a 1-page paper.

Assignment 4 - BUILDING THE "DREAM SCHOOL" 10%

Expectations: You will write about your beliefs on: What makes a good school? Best qualities and educational practices of a good school will be described in a 6-7 page paper outlining the characteristics of a good school. An exemplary paper will provide a clear statement of what makes a good school. You will focus on sound pedagogical and philosophical justification for the position taken, taking into account the desirable attributes and outcomes for students and teachers. An exemplary paper will also provide suitable documentation of the sources used. Use APA format. You do not need to follow historical or conventional precedents as the basis for your position but you need to rely heavily on your observations of schools during the field experience – their mission statement, vision, artefacts, newsletter, other ways of communication, parent council, etc.

Assignment 5 – EDUCATIONAL PHILOSOPHER AND PHILOSOPHY 10%

Expectations: Make a case of an educational philosopher (of your choice) being an agent of changes in education in a country at a historical period. If you argue that the impact was positive, you are saying that the educational philosopher imagined a school and a society that propagated education as a vital aspect to build social equality, but that the school as an institution may sometimes promote inequality knowingly or unintentionally. If you argue AGAINST an educational philosopher and his or her educational philosophy, you are saying that, according to a certain philosophy in a given historical period, education did not promote the enlightenment and preparation of the younger generation. Presumably, in this case, the philosopher or philosophy stood against equality in education. An exemplary 3-4 page paper will demonstrate that you have taken into account both sides of the issue and that you have considered the pertinent literature as reflected by the bibliography page that you will include in the assignment. You will need to provide evidence to support your position and use APA conventions for formal papers.

Assignment 6- CASE STUDY- Education as a facilitator of the integration of generations into the present system"   10%

Expectations: Education in the largest sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Etymologically, the word education is derived from *educare* (Latin) "bring up", which is related to *educere* "bring out", "bring forth what is within", "bring out potential" and *ducere*, "to lead".

Different societies at different historic periods have used education in different ways. Analyze the Canadian system of education at given historical period and see how it has functioned "...as an instrument which is used to facilitate the integration of generations into the logic of the present system" You can refer to **Jane Thompson's** "Open Letter", Ruskin College, Oxford. Express your thoughts on a 1-page paper

Assignment 7- ANALYZE ONE CULTURE AND ITS SYSTEM OF EDUCATION-GROUP PRESENTATION   15%

Expectations: Analyze a culture of your choice. Focus on the ways that culture has historically educated its children, their philosophical beliefs about the best ways to educate children, their famous educational philosophers, the education system culture, education models for training their teachers, etc.   Special focus should be on foreign language teaching in the culture, specifically, English. Also, the presentation (accompanied by a 3-4 pages paper) should explain the beliefs and patterns of educating children with physical, mental, or learning disabilities. Assess the efficacy of this culture`s educational policies and educational beliefs in light of conventional wisdom concerning the social/psychological attributes of children/adolescents and the goals of education. Essential to your argument is discussion about who knows what is best for a child, and takes into account the need for education and nature of the teacher. Creativity is very important in this project

Assignment 8- MINI LESSON –INDIVIDUAL PRESENTATIONS   10%

Expectations: As you know, in every educational setting there are different learners. So, in this project you will assign the audience different roles: some will be students with learning disabilities, some will be students with behaviour problems, some will be ESL learners, some will be First Nations students. It is your responsibility to use different methods to make sure that the content of your presentation is understood by each and every student in your class, regardless of their diverse needs. You will achieve this goal **intentionally** and it should be reflected in the 4-5 pages planning and rational that you will hand in. The assessment of your ability as a teacher who reaches out to students with diverse needs will be observed and analyzed by each of your classmates, based on rubric that will be given to them. So, each presentation will be followed by a peer critique.

This will be a 15 minute oral presentation in class and a written teaching plan. It will include:

- a- Reflection on the assigned readings;
- b- Observations from field experiences (an ethnographer`s journal is required);
- c- Rationale- why or why not certain methods or approaches were used;
- d- A lesson plan should accompany the presentation. It should include the content, methods of presentation, differentiated learning and a rational for using it.
- e- The presentation must incorporate at least two modes of delivery (e.g. different modes of oral address, and/or visual, aural, and technological accompaniments).
- f- The presentation will be creative and incorporate ideas from readings, field experience, and personal beliefs.
- g- Demonstrated knowledge of and skills in the critical analysis and evaluation of different educational settings;
- h- Demonstrated knowledge of and skills in the effective application of pedagogy and practices of teaching diverse groups of students;
- i- Theoretical understanding of interpersonal communication, especially as it relates to the classroom context.

<mark>Assignment</mark> 9- FINAL PROJECT- a) CHARACTERISTICS OF A ``DREAM`` SCHOOL OR b) CHRISTMAS PRODUCTION - <u>GROUP PRESENTATIONS</u>   15%

Expectations: This is a major project in which you will reflect the knowledge gained in SCMP 500 and ways in which your beliefs and understanding of Society and Culture and their impact

on Methodologies and Practices that are successfully used in schools have changed or were confirmed. You are expected to use different mediums to present your thoughts. The presentation will include, but not be limited to, information from the following sources:

- Reflection on the assigned readings;
- Observations from field experiences (an ethnographer`s journal is required);
- Rationale- why or why not certain methods or approaches were used;
- Personal vision for a ``dream`` school;
- A 4-5 page planning or report should accompany the presentation. It should include the content, methods of presentation, differentiated learning and a rational for using it.
- The presentation must incorporate at least two modes of delivery (e.g. different modes of oral address, and/or visual, aural, and technological accompaniments).
- The predominant mode of presentation is to be oral. It must also include at least two distinct and contrasting voices/perspectives/points of view.
- The presentation will be creative and incorporate ideas from readings, filed experience, and personal beliefs.
- Demonstrated knowledge of and skills in the effective application of a range of communication strategies appropriate within different institutional and social situations;
- Demonstrated knowledge of the historical, philosophical, sociological and psychological foundations of education;
- Demonstrated knowledge of and skills in the critical analysis and evaluation of different educational settings;
- Demonstrated knowledge of and skills in the effective application of pedagogy and practices of teaching diverse groups of students;
- Theoretical understanding of interpersonal communication, especially as it relates to the classroom context.

Attendance

Regular and punctual attendance is required. Classes consist of a combination of lecture, discussion, and student presentation. Discussion of course material is integral to the course, and it is important for everyone to participate—not only for personal benefit, but to contribute to the learning of others. Hence, your punctuality and participation in class are required.

- **Course Requirements and Grading** – The instructor expects each student to keep the course materials in a well organized portfolio form(hard copy or electronic portfolio), which will consist of: lecture notes, reading notes and comments, field experience notes, assignments,, reflection journals, presentations, final project, pictures from field experience, etc. Grading: The available letters for course grades are as follows:

Letter Grade	Description
A+	96-100
A	91-95 Excellent
A-	86-90
B+	82-85
B	75-81 Good
B-	72-74
C+	68-71
C	63-67 Satisfactory
C-	60-62
D+	56-59
D	50-55 Minimal Pass
F	Failure

- Cell phones, recording devices, head phones, and all other technology that is not essential for class by the instructor's criteria are not recommended.
- Lap top computers, when not used exclusively for taking class notes, are often a distraction to classmates and even the individual user. Their use is discouraged.
- Students are expected to respect the learning environment of the classroom. Make every attempt to be on time. Be prudent and careful in your consumption of food and drink. Keep unnecessary conversations and comments to a minimum as they are distracting to both the instructor and fellow classmates. As well, they are often deleterious to a student's performance in the class.

Important Notes

It is the responsibility of all students to become familiar with and adhere to academic policies of Ambrose University College as stated in the Student Handbook and Academic Calendar.

Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu

- The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty   September 17, 2010
- The last day to voluntarily withdraw from a course or change to audit without academic penalty   September 17, 2010
- Last day of Classes   December 9, 2010
- Finals week   December 13-17

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension." Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline. Course extensions are granted only for serious issues that arise "due to circumstances beyond the student's control."

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, or for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student

Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.

Students are advised to retain this course outline for their records.