



AMBROSE
UNIVERSITY COLLEGE

FACULTY OF
ARTS & SCIENCE

Society and Culture: Methodologies and Practices in Education
Introduction to Curriculum Contexts (SCMP) 500a/b: Learning and Learners (6 credits)
Fall 2011/Winter 2012

Course Description

This course introduces students to a historical perspective regarding educational practices and a critical thinking approach to shifts in educational practice. This is the first of three graduated and integrated courses in Society and Culture: Methodologies and Practices. 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 western countries. Students will examine educational practices in Canada and in at least one other country of the student's choice. Students will also critically analyse 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 practice 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 from various cultural backgrounds, including First Nations learners, and constructivist versus transmission-based approaches.

Further Course Information

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. These courses are sequentially integrated curriculum units through three phases (foundations→application→integration) each critical to achieving success in the Ambrose B Ed program.

SCMP 500 provides exposure to basic foundational information designed to provide pre-service student teachers with foundational level "introductory core" information and knowledge leading to the gradual development of a meaningfully consistent and persistent personal teaching philosophy. The primary objective for SCMP500a/b level students is to enable them to consider alternate perspectives about education, to critically reflect about them, and to incorporate them as they begin to develop their personal 'informed pedagogy'.

Emphases regarding educational practices will be placed on critical thinking approaches gained through perspectives offered by:

*historians, theoreticians and philosophers to explain the shifts in educational practices over the centuries (e.g. how and why the formal disciplines normally used to organize

and present information in schools and community settings have shifted in emphases over time and in different historical periods);

*epistemologists (experts in the theory of knowledge) who have examined the methods/validity and scope of historical and contemporary educational practices with a view to understanding the dominant shifts at different historical periods of time in Canada and other countries;

*sociologists who have examined the important cultural or societal anomalies responsible for shifts in educational practice; and

*educational leaders and politicians who have engaged in ever-changing debates regarding educational practice, of which such topics would include: “inclusion” of children with special needs versus non-inclusion approaches; “diversity” based on demographic realities such as immigrant multi-cultural backgrounds and First Nations learners.

Therefore, after this initial experience in Year One through SCMP 500a/b, in Year Two (SCMP 600/700) these will be expanded, modified, and integrated to be consistent with the application and integration objectives sought in Semesters 3/4.

Themes Presented Throughout all 3 courses in the SCMP Curriculum

In order to develop ever-expanding conceptual and practical applications of SCMP knowledge (foundation->application->integration), the core professors in the area have identified the following nine (9) themes which will be touched upon, to one degree or the other, in every SCMP course. These include understandings of:

- *1) *Ecological Systems Theory (Urie Bronfenbrenner)*. Ecological Systems Theory will allow students to engage in systematic analysis of issues in terms of school, community, district, province, Canadian context, and alternate worldviews.
- *2) *Cultural Underpinnings of Education*. Assumptions and prevalent beliefs as explanations for Governance and Practice.
- *3) *Societal/Cultural Issues impacting schools/classrooms*. Changes in family structure; Pervasive drug use; Drop-out rates; Student stress/trauma; Ubiquitous technology.
- *4) *Legal Issues, Policies and/or Procedures*. underpinning assumptions, theories, values, beliefs; Underlying philosophies/directions; Individual/Personalized Education.
- *5) *The Formal Alberta Educational Context*. AB School Acts; AB Ed/ ATA/ School Divisions; Programmes of Study; Setting the Direction Framework; Inspiring Action; TQS & Competencies Framework.
- *6) *Assessment Practices: such as norm-based assessment (Alberta DIPs, PATs); Assessment for, as and of Learning.*

- *7) *On-going Professional Learning/Communities of Practice*: Role of teacher. Underlying assumptions, theories, values, beliefs concerning teaching/learning and the interaction of teachers with students, colleagues, parents, community.
- *8) *Personal Relational Factors influencing School/Community/Parent relationships*.
- *9) *Identification of Exemplary Successful Educational Practices such as* Inclusionary Practices; Technology to Support Learning; Collaborative Planning (Cross-grade/age groupings; thematic learning; IB Frameworks).

Class Schedule

Semester 1 (Fall 2011)

Sept. 6 – Dec. 8, 2011 (Wednesday 8:15-9:45 am//Thursday 1:00-2:30 pm)

Semester 2(Winter 2012)

January 9 – March 16, 2012 (Tuesday//Thursday 8:15-10:25 am)

Class Location: RE132 Residence and Education Centre

Instructor

Dr. R.S. (Bob) Gall
 Email Address: bgall@ambrose.edu
 Office: RE148
 Office Hours: TBA

Required Texts/ References on Reserve (appended pp.16-17)

Ayers, W., *To Teach, The Journey of a Teacher (3rd Ed.)* 2010, New York: Teachers College, Columbia University Office Phone: 403-410-2000 (Ext 6919)

Egbo, D., *Teaching for Diversity in Canadian Schools*. 2009, Toronto: Pearson Prentice Hall

Kohn,A., *Beyond Discipline: From Compliance to Community,(10thEd.)* 2006, Alexandria:ASCD

Zwaagstra, M.C. et al, *What's wrong with our schools*, 2010, Lanham, MD: Rowman & Littlefield Education

Attendance

100% attendance in all scheduled in-class sessions is expected in order to fulfill the objectives of the assignments within the major units. Where a personal absence is required to attend to rare valid personal tasks, this must be explained and approved in advance. A persistent series of absences will be brought to the attention of the Director of the B Ed program for decision.

Course Outline

Students are expected to gain an understanding of the primary role of the teacher to translate formal curriculum requirements into effective learning plans so that all learners can learn, including those:

- *with special learning needs, and
- *from widely varying cultural backgrounds.

To assist that process SCMP500 will explore the background processes which result in the curriculum decisions made at the national, regional and local school levels. We shall consider:

- * the historical and contemporary factors involved in making important decisions about the W5 of formal education systems (Who is being instructed ? What will be taught? Where will it take

place ? When will it occur during the life cycle of students ? Why are we doing these specific things instead of others ?)

*How do decisions made at the various levels of governance affect curriculum design and program development which teachers and students face at the school level?

*What is the impact of external developments within the larger society upon these decisions, including the major role which technological advances have had upon the teaching-learning process?

Expected Learning Outcomes

KSAs and Course Competencies Emphasized in SCMP 500

(Reference: Alignment of the Ambrose Competencies to KSAs-See Last page)

As a B.Ed. Ambrose graduate engaged in shared praxis, the learning opportunities gained from this course will provide a basis for you to begin to develop personal effective teaching skills, and enhance your professional effectiveness as you apply what you learned in the overall B Ed program. The integrated design of the B.Ed. program components and courses gives students an opportunity to develop the knowledge, skills and attributes (KSAs) of the Teaching Quality Standards of Alberta.

SCMP 500 within the Ambrose B Ed program will begin to equip you, at an introductory foundational level, with the necessary KSAs and competencies that will develop appropriate beginning knowledge, skills and aptitudes necessary to a successful teaching career. There are seventeen Knowledge Skills and Attributes (KSA) of Teaching Quality Standards set by Alberta Learning and SCMP 500 focuses on nine* (9) of them. There also are ten competencies and this 500 level course focuses on an introductory level on eight*(8) of them, leaving further expansion to SCMP600/700 course objectives.

KSA	Teaching Quality Standards, Ministerial Directive 4.2.1. Interim Professional Certification
Teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand: NB: The KSA units marked with an asterisk* will be achieved at a core <u>Foundation Level</u> of understanding in SCMP 500	
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;
b	the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority’s teacher’s evaluation policy;
c*	the purposes 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;

d	the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;
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 multiple paths to learning for individuals and groups of students, including students with special learning needs;
f	the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;
g*	students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;
h*	the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;
i	there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;
j	the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;
k	the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyse the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;
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;
m*	student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;
n*	the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;
o	the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to

	select, develop and implement their own professional development activities;
p*	the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience;
q	they are expected to achieve the Teaching Quality Standard.

Competency	Competencies Expected to Achieve the KSA standards Description : NB Those Competency units marked with an asterisk will be achieved at a core <i>Foundation Level</i> of understanding in SCMP 500
1*	Build affirmative relationships with children.
2	<i>Apply theories of curriculum, learning, and assessment to the development of programs.</i>
3*	Build learning communities.
4	<i>Design teaching and learning scenarios that include inquiry-based learning.</i>
5*	Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.
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.
9*	Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education Program.
10*	Design and develop teaching portfolios, with an emphasis on electronic portfolios.

Course Requirements While we have a total of 45 sessions to complete in SCMP 500a/b. Progress in reaching the objectives and assignments in each unit will be carefully monitored; expect adjustments to be made to the schedule to accommodate emerging challenges within an appropriate pace. These will be discussed and approved in advance through consensus processes with the students.

1) Unit:Team Development

Objective: Develop positive relationships as members of this “team”; Discuss and gain consensus; agree on information and assessment details within the course outline

*Projected Dates: Week #1: Sessions 1&2: 9/7/11& 9/8/11

2) Unit:Development of Personal Professional Goals and Objectives

Objective: Introduction to the process of developing **Learning Portfolios** which integrate emerging understandings of the teaching learning process which are personally meaningful and professionally significant.

*Projected Dates: Weeks #3->4 : Sessions 5 – 7/8: 9/21/11-> 9/29/11

Note: Class Cancelled 10/05/11 & 10/06/11 AUC Campus Wide Spiritual Days

Reference: Assignment 1: Developing a Personal B Ed Portfolio (Fall Semester limited to “Stage One”) **Due September 15-** Part One Only(other Portfolio tasks assigned through the semester)

Reference: Assignment 2: Teachers who inspired me **Due September 22**

Reference: Assignment 3: Teaching – my professional goal and my vocation **Due October 5**

Reference: Assignment 4: Building an Exemplary School **Due October 12**

3) Unit: Introductory Examination of Historical Goals, Assumptions, Theories, Values, Beliefs About Education

Objectives: In this unit, we shall come to realize that the objectives and methodologies appropriate to accomplishing effective teaching-learning outcomes in any society have occupied the minds of many historically important philosophers and theoreticians.

Priority objectives:

- *to gain basic knowledge and insights into the personal, social and cultural factors which have affected the emergence of educational theories and practices;
- *to expose some of the underlying 'world views' which influenced educational philosophies and led to the adoption of specific educational practices.

Secondary objectives:

- *to develop basic research competencies to evaluate the educational, social and cultural trends which have led to educational philosophies and theories;
- *to acquire informed values and attitudes towards the role which education plays in a variety of cultures and historical periods.

The professor will provide a general overview of the processes involved in developing educational philosophies. Thereafter specific assignments will be made to insure adequate reflection upon the contributions proposed by the following individuals who made a significant contribution to the prevailing educational systems in their historical time and place:

Aristotle, Benjamin Bloom, Marie Clay, Confucius, John Dewey, John Holt, Friedrich Froebel, Howard Mann, Charlotte Mason, Maria Montessori, Jean Piaget, Johann Pestalozzi, Plato, Jean Jacques Rousseau, Skinner, Socrates.

We shall begin to understand why, within any society and at various periods of history, the efforts of exemplary philosophers/ theoreticians have revealed their common passion for, and persistent commitment to, the improvement of the education of youth. Are they committed to the view that an "excellent" education system is critical to the attainment and preservation of an effective national culture and a just society? How have their theories and methodologies demonstrated a commitment to evaluate and improve the specific methods and practices which teachers utilize when instructing in the local classroom?

*Projected Dates: Weeks #5->8 : Sessions 9- 14: 10/05/11-> 10/27/11

Reference: Assignment 5: Educational Philosophers and Theorists.(NO PAPER Assigned)
(October 19, 20,26,27 (Class Presentations to be assigned-Team Presentation format

4) Unit - Societal and Cultural Influences Affecting the Developmental Attainments of Pupils: A Review of Historical and Contemporary External Challenges.

Objective: In the course outline, nine themes were outlined. In this unit we shall address three: *Ecological Systems Theory; Cultural Underpinnings of Education; and Societal/Cultural Issues impacting schools/classrooms.*

In our modern society's dramatically and constantly changing environment we experience conflicting cultural pressures, dominant versus non-dominant societal values, and vacillating expectations regarding the attainment of pupil success within our educational legal and regulatory systems. These all emerge to have impact on all students in both the short and long term.

Ecological Systems Theory (as proposed by Urie **Bronfenbrenner**) provides a framework or model to analyze the major influences which positively and negatively affect child development. This will enable us to examine the external cultural pressures, dominant societal ethics/morals and overall values which shape the larger goals as well as the restrictive boundaries of the educational systems we develop.

Why are today's pupils growing up in one of the most complex and unstable environments in human history? Consider the critical challenges we have observed in our students and their families as they experience damage to traditional social structures: radical changes in family structure, instability in family life, emergence of pervasive and invasive technological tools, drug abuse, school drop-out rates, student stress/trauma; adolescent suicide, and new gender accommodations to name only a few.

*How will an understanding of the specific Bronfenbrenner environmental levels (microsystem, mesosystem, exosystem, macrosystem) assist us to better improve our educational objectives? His work will assist us to understand: * the sociopsychological landscape within which pupils and teachers interact; * the complexity which unfolds as the child's physical and cognitive structures grow and mature on a predetermined path; * what may happen when the external environment is stable or unstable and either facilitates or impedes long term schooling success.*

What challenges will today's educators face if they are to take a leading role in the evolution and creation of a just society through an effective educational system?

As we seek to determine if it is possible for any educational system to counteract these negative forces, important questions will arise:

* As the primary adult models working in schools, can and will teachers be able to provide pupils with stable, long-term relationships characterized by genuine interpersonal caring?

* Can positive experiences originating in the school environment be sustained by children as they mature into adulthood?

* How will **you** proceed to deal with these challenges in your personal training and motivational efforts as you transition from an "intern" student teacher to a "professional" educator?

* Projected Dates: Weeks #9-12: Sessions 15->22: 11/02/11->11/24/11

NOTE: Assignment 6: Principals and Applications of Ecological System Theory

Part 1 Paper Due Nov 16 Part 2 Group Discussions Nov 16/17/23/24

Note: Previously scheduled Exam Cancelled-To Incorporate Group Activities & Review

Mid-Term Course Review UNITS 1-4 Inclusive

Projected Dates: Weeks #13-14: Sessions 23->26: 11/30/11->12/07/11

***Christmas Break (Last Fall SCMP 500 Class 12/07/11) (Course resumes 01/10/12)**

5) Unit: How Educators Can Better Accommodate and Facilitate Diversity in Canadian Schools

Objective: to further address *Ecological Systems Theory* and specifically how Canadian schools are addressing the principle of better guaranteeing a universal right to education for those students often considered “marginalized”- those with special learning challenges by virtue of handicaps and disabilities, and those requiring specific schooling adjustments to accommodate learning challenges emerging from immigrant /refugee status and language differences.

*Projected Dates: Weeks #15->17: Sessions 27->32: 01/10/12->01/26/12

NOTE: Assignment 7: Accommodating diversity within the principles of multi-culturalism and social justice: Challenges and accomplishments for Educators Paper Due January xxx(tba)

6) Unit: An Examination of historical and contemporary educational practices in Canada and in selected nations.

Objective: to attempt to explain the paradigm shifts within historical and contemporary educational practices with a primary emphasis upon Canada.

Canadian Educational Systems:

Projected Dates: Weeks #18->20 : Sessions 33->37/38 Dates 01/31/12-> 02/23/12

Specifically the key discussion points will include:

- *present major philosophical rationales/ideals/cultural underpinnings of educational practice in Canada, and the historical and cultural decisions they emerged from;
- * agreements and disagreements throughout Canada concerning the purposes of schooling and the methods sought to achieve them;
- *organization of core school curricula -what and why specific subject matter discipline is presented in Canadian schools;
- *contemporary Canadian schooling attempts to deal with diversity (concepts such as inclusion, multi-culturalism, pressures of demographic variations, effects of poverty, political influences);
- *observation of major demographic variations within our pupil populations as a result of economic, cultural, language, intellectual, social/emotional, and behavioral trends such as sexual orientation;

Educational Policies and Procedures in One Other Nation

*Projected Dates: Weeks #21>23 : Sessions 38->45: 02/21/12-> 03/15/12

* Specifically the key discussion points will include the similarities and differences between contemporary educational practices in Canada and in a specific selected nation of your choice.

Reference: Assignment 8: Compare and Contrast One Nations Culture System of Education to that Developed in Canada.



Assignment 1 – Developing a Personal B Ed Portfolio

(Stage One=Due 09/15/11)(Stage Two=Due 11/24/11)(Stage 3=Due 03/08/12)

Expectations: The primary focus of the AUC Education Program in Year One is on the acquisition of Foundational levels of Knowledge and the development of key Understanding of Core Concepts. In SCMP 500 we are expecting that students will begin to develop a professional portfolio to incorporate emerging personal insights, wisdom and ever-expanding reflection upon their life journey into the internship phases of the teaching profession.

Rationale & Format for Portfolio Development: The following portfolio themes will be initiated in the AUC Education 500 (Semesters 1/2) course sequence. Subsequently, these will be consistently and persistently edited, modified and integrated to be consistent with the application and integration objectives sought in Semesters 3/4 leading to a final Professional Portfolio which will be the major assignment required for SCMP 700.

Many core questions about the meaning of life have been pursued by philosophers, prophets, and pioneer educators for centuries. At this stage in your development as intern educators, it is important for you to begin to seriously reflect upon such questions in your quiet personal moments, to expand upon them in your written portfolios, and when appropriate to initially share them confidentially with your professors. Thereafter, once appropriate protocols have been developed which guarantee and promote confidentiality, these may be integrated into class discussions.

1. Who(m) do you most admire in this world, either historically or in contemporary times? What is/are the traits that this person(s) present that captivate you?
2. What has your own experience(s) in life taught you to this point? Are they all positive, negative, or a blend of both as you see it?
3. What advice and words of wisdom would you pass on to your friends and others who are close to you? Which of these would you like to convey to your future students as a teacher, either through discussion, serving as an example, or both?
4. How do you find peace within yourself presently? What peace and solace skills have you developed which you feel you can bring in future challenges when you are a teacher?
5. What is your concept of God and what processes are you undertaking in your development as a spiritual being? How will this affect your actions and opinions about the act of teaching and your relationships with others in the schools?
6. What are the primary moral and ethical standards you use to guide you? What is your concept of “right” and “wrong”? Which personal standards will you bring to your interactions with students, colleagues, parents and supervisors in your relationships as an intern and future teacher?
7. How would you define a “child” and “children” if you were asked? This has been a challenge to both philosophers and “Arm chair philosophers” throughout history and within differing cultural societies. (*e.g. “a young human being below the age of full physical development...an immature or irresponsible person” Concise Oxford English Dictionary.*)
8. Do you believe that you have a destiny to become a teacher? Do you see yourself here in the Ambrose environment as able to fulfill it?
9. What is needed in the AUC program to help you to become an exemplary educator?
10. What is your conceptualization of the ideal classroom you would like to face in your first year of teaching? What do you perceive will be the actual classroom realities you will face that year? What personal strengths and resources will you bring to that environment? What possible special challenges and fears might you have to overcome in that environment?

Note 1: The emerging portfolio will be submitted on a schedule which will include a minimum of three submissions which will provide the professor opportunity to give each student feedback on how the portfolio might be improved in both qualitative and quantitative dimensions.

Note 2: These portfolio statements can be “evaluated” on the basis of both conceptual presentation and supportive documentation, also evolving over time and with several expanding iterations as the portfolios emerge and enlarge over time. The final grade assigned to the portfolio will be provided on a date to be selected after the second portfolio is returned.

The marking rubric will be discussed and class agreement gained for the process of gaining feedback. For example:

Concepts: *How many individual and unique concepts are presented in answering the question? Count them and credit each as a significant point (= x points) (I refer to these as primary unique conceptual/more abstract units of major thought- that is if one were developing a full paper, these would be the unifying thought that would lead to a full paragraph in a larger paper.*

Supportive Details: For each concept, individual points will be presented in support of that one concept (= y points)

Assignment 2 – Teachers who inspired me. (Due 09/22)

Expectations: In our lives, we have had many teachers. Some of them have made a great impact on who we are today. Share stories of teachers who have inspired you over your life. It will be obvious that these professional educators were committed to teaching as a vocation.

Task: In a 2-3 page paper, describe the personality characteristics which these individuals demonstrated; provide specific examples of classroom behaviors which they utilized which had an impact on you and which you would like to replicate in your own classroom.

As for Assignment One, your Paper should demonstrate that you have read and reflected upon the Ayers text; at this stage focus on Chapters 3-4, P. 61-97 inclusive.

Text Reference: Ayers, W., *To Teach, The Journey of a Teacher* (3rd Ed.) 2010, New York: Teachers College, Columbia University.

Assignment 3 – Teaching – my professional goal and my vocation (Due 10/05)

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.

Consider what is the difference, if any, between a “profession” and a “vocation”?

Task: In a 1-2 page paper, describe the reasons why you chose teaching as your profession and vocation.

Your Paper should demonstrate that you have read and reflected upon the following Ayers text; at this stage focus on Chapters 1->2, P. 1-60 inclusive.

Text Reference: Ayers, W., *To Teach, The Journey of a Teacher*(3rd Ed.)2010, New York: Teachers College, Columbia University.

Assignment 4 – Building an “Exemplary School”

(Due 10/12)

Text Reference: Zwaagstra, M.C. et al, *What’s wrong with our schools*, 2010, Lanham, MD: Rowman & Littlefield Education.

Expectations: You are to demonstrate that you have carefully read and reflected upon the Zwaagstra text, and committed your reflections in a 2-5 page paper where you:

*identify the key themes in the Zwaagstra text which impress you;

*provide examples of experiences which you and other acquaintances have experienced to support the points made by Zwaagstra.

*briefly outline qualities, educational practices and characteristics of an “exemplary school”.

Note: If appropriate to your discussion, integrate your observations of schools you were placed in during the field experience – their mission statement, vision, newsletters, and the like. (*We shall discuss appropriate standards related to maintaining confidential standards as outlined by AUC.*)

Assignment 5 – Educational Philosophers and Theorists.

In the following assignment, we shall not only examine the views of specific theoreticians, but through them come to understand the effect of the prevailing ethical, moral and political environments which existed at their time, and thereby the ones which teachers will face in the future. We shall examine how these individuals have operated to create new ways of looking at educational processes, and as a result have often faced resistance from traditionalists seeking to preserve the dominant historical system of schooling.

Expectations: Based on this general overview, each member will be assigned one of the theorists to study in greater depth than was possible in the material covered by the professor. The assignments to the class members will insure that we cover all of the above listed

Task : You are expected to lead a brief discussion on behalf of the class regarding the strengths and weaknesses of the proposed educational processes promoted by this theorist.

October 19/20/26/27

In your responsibility as a team member in the assigned group, you are to identify:

- 1) the positive contributions this individual made to promote education as a vital accomplishment for his/her society at that period of history.
- 2) your personal opinion of the contribution of this theory when it was espoused, including your agreement or disagreement with the key positions made.

Your team will be expected to present an analysis of the impact which this “cluster of theorists” had upon the emergence of educational practices at their time, and upon today’s educational thinking.

Assignment 6: Principals and Applications of Ecological System Theory

Expectations: to demonstrate that you have understood and applied this theory. As an example, the following article was previously distributed: **Alone Together-is technology reshaping our human relationships? (Garipey,R., ATA News, 06/14/11).** *The opinions of a leading technology advocate(Dr. Sherry Turkle) are presented.*

Task One: Due Nov 3 *In a paper of 2-3 pages, comment on each of the following:*

1)What primary statements did Dr. Turkle offer, and what secondary supportive examples did she provide to support them? 2) What is your personal view of Turkle’s position? 3) apart from her concern for the powerful influences of technology, please identify what are the other significant non-technology social/cultural influences which you have experienced in your schooling. Which of these do you expect to still encounter in your teaching future?

Your paper will be shared electronically with all members of the class in advance of the presentation date you will make to lead the class discussion.

Task Two: Working in assigned teams November 9/10/16/17/23/24

Participate in the organization of a class discussion to further demonstrate the strengths and weaknesses of the proposed educational processes promoted by Bronfenbrenner. We shall assign groups to better examine the social pressures which students are facing today, including:

- *challenges to traditional social structure within both immigrant and established Canadian groups
- *radical changes in family structure and instability in family life
- *emergence of pervasive and invasive technological tools
- *drug and alcohol abuse and other dependencies
- *School related pressures affecting mental health: drop-out rates, student stress/trauma;adolescent suicide
- *emerging gender accommodations
- *Other topics may emerge from class discussions (____) (____) (____) (____)

Mid-term Course Review (Class assignments to be made TBA) Nov3/Dec1/6/7

******(Christmas Break)******

Assignment 7 – Accommodating diversity within the principles of multi-culturalism and social justice: Challenges and accomplishments for Educators

Text Reference: Egbo, D., *Teaching for Diversity in Canadian Schools*. 2009, Toronto: Pearson Prentice Hall

Expectations: You are to demonstrate that you have carefully read and reflected upon the details outlined in Chapter One of the Egbo text, in which the author “Frames the Issue” of diversity by defining the elements of diversity, the roles which schools play in promoting and/or hindering diversity, and introduces concepts of social justice within the Canadian educational and demographic environments.

Task: *In a 4-5 page paper (Due January 31):*

- *identify the key themes in Chapter One only of the Egbo text which most impress you;*
- *provide examples of experiences which you have experienced to support the points made by Egbo.*
- *briefly outline in point format the qualities, educational practices and overall characteristics of an “exemplary school” which promote the development of educational practices to support diversity and social justice.*

(If appropriate to your discussion, integrate your observations of field experience schools you were placed in. (mission statement, vision, newsletters, and the like) *(use appropriate standards related to maintaining AUC confidential principles.)*

Assignment 8- Compare and Contrast One Nations Culture System of Education to that Developed in Canada.

Expectations for Canada

You will be provided extensive notes and reading material to assist you to understand Canadian school systems and how and why they have emerged as they did:

- *What is the structure of Canadian Schooling?*
- *What role did politics play in policy development?*
- *What is the role of teachers, administrators and the school systems in our provincial systems?*
- *How are students, parents and families seen within the system?*
- *What accommodations are made to provide for diversity accommodation?*

Task: **to become familiar with the dominant policies and procedures developed in Canada’s educational 2)*Review the details above for the Canadian system and use them to compare and contrast those found in the country you have selected so that you can make accurate comparisons and contrasts to that of another country.**

Expectations for a Modern Nation

Select a modern nation which interests you (*perhaps you have immigrated from there, or have an ancestral relationship with that country*). Indicate why you made that choice.

Task: *In a paper of 4-5 pages*

- 1)* Review the primary cultural characteristics which appear to best represent the life styles, beliefs, national commitments which appear most obvious to outsiders. Focus on the ways that culture has historically educated its children, their philosophical beliefs about the best ways to educate children, their respected educational philosophers, the education system culture, education models for training their teachers, and any other relevant factors such as foreign language teaching.
- 2)*Review the details above for the Canadian system and use them to compare and contrast those found in the country you have selected

Task One: In a 5-8 page paper **Due Marchxxx(tba)** you will develop answers to the questions posed earlier. This paper will be shared electronically with the other members of the class.

Members of the class in advance of the presentation date you will make to lead the class discussion.

Task Two: You are expected to lead a brief discussion on behalf of the class in which you provide additional personal insights into your paper, and entertain questions and opinions offered by your colleagues. Expect to be able to explain: * the beliefs and patterns of educating children with physical, mental, or learning disabilities; *this nation's educational policies and educational beliefs in light of the social/psychological attributes of children/adolescents; the goals of education as to who knows what is best for a child and therefore who should be selected to enter the teaching profession.

Note: All Final Details for this important assignment will be discussed in January and February 2012. Date and times for this presentation will be identified and a schedule assigned to the presentation.

Grading

Assessment Processes in SCMP 500 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. Please keep referring, as your responsibility 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. *(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.)*

The following guidelines should be followed when preparing assignments

*Attach a title page to each assignment. All assignments submitted must have the following details on a title page: 1) Course title and semester; 2) Your instructor's full name;3) Your full name and student number;4) The name of the assignment; 5) Due date.

*Please use headings to organize your text wherever appropriate; proofreading is critical before forwarding any assignment.

*The *“dog ate my paper”* phenomenon: potential trauma by re-writing lost assignment items can be avoided by keeping a copy of all assignments; when using a word processor do not erase the disk(s) on which they are stored. We will persevere to use hard copy minimally by utilizing the Moodle whenever we can. If assignments are to be returned in hard copy, which will be rare, they should be typed using a size 12, Times New Roman font; use A4 paper; all text should be 1.5 line spaced. A margin of at least 3 cm should be left on the pages of your assignment to allow for comments. You will also be required to prepare an electronic portfolio of all the assignments to be handed in at the end of the semester.

Summary of Assessment Processes for SCMP 500ab (2011-12)

We shall have 45 class sessions, beginning September 6, 2011, and ending March 16, 2012. All assignments created for SCMP 500a/b will be created to assure that KSA and Competencies assigned to the course will be accomplished by March 16, 2012.

	ASSIGNMENT TOPIC	WEIGHTING	KSA COMPETENCY ASSESSED	DUE DAY
ASSIGNMENT 1	Developing a Personal B Ed Portfolio (Stage One-Fall Semester only)	20% in 3 stages(5/5/10)	KSA- c,g,m,n Competencies: 5,9,10	1=09/15/11 2=11/24/11 3=03/01/12
ASSIGNMENT 2	Teachers who inspired me	5%	KSA- e,g,h,l,n,p Competencies: 1,3,6,10	09/22/11
ASSIGNMENT 3	Teaching – my professional goal and my vocation	5%	KSA- e,g,h,l,n,p Competencies: 1,3,6,10	10/05/11
ASSIGNMENT 4	Building an “Exemplary School”	5%	KSA- e,g,h,l,n,p Competencies: 1,3,6,10	10/06/11
ASSIGNMENT 5	Educational Philosophers and Theorists	10%	KSA- g,h,n,p Competencies: 5,6,7	11/19-25/11
ASSIGNMENT 6	Principals and Applications of Ecological System Theory	20%	KSA- g,h,n,p Competencies: 5,6,7	11/16/11
ASSIGNMENT 7	Accommodating diversity within the principles of multi-culturalism and social justice: Challenges and accomplishments for Educators	15%	KSA –a,e,g,h,l,m,p Competencies: 1,3,5,6,8,9,10	01/31/12
ASSIGNMENT 8	<i>Systems of education: Analyze Canadian and one nation of your choice</i>	20%	KSA- a,e,g,h,l,m,p Competencies: 1,3,5,6,8,9,10	03/xxxtba/12 Group Dates TBA
FINAL TOTAL		100%		

Course Grade Distribution & Grading:

Students will be given evidence of attainment for unit 1-4 prior to the Christmas break and thereafter on a private basis as the course winds down in 2012.

The available letters for course grades are as follows:

Percentage	Letter Grade	Grade Point Weight	Description
96-100	A+	4.0	
91-95	A	4.0	Excellent
86-90	A-	3.7	
82-85	B+	3.3	
75-81	B	3.0	Good
72-74	B-	2.7	
68-71	C+	2.3	
63-67	C	2.0	Satisfactory
60-62	C-	1.7	
56-59	D+	1.3	
50-55	D	1.0	Minimal Pass
0-49	F		Failure

If using percentages, please indicate a scale which indicates how percentages will be translated to letter grades. These equivalencies are at the discretion of the instructor, but MUST be stated in the syllabus.

References on Reserve

1. The Publication Manual of the American Psychological Association (6th Ed) (2009).
2. *The Essentials of School Leadership* (2009), edited by Brent Davies, Sage Publications, Thousand Oaks, CA, ISBN 978-1-84787-566-2 (pbk, 208 pages).
3. *Focusing on Success: Teaching Students with Attention Deficit/Hyperactivity Disorder*. (2006), Alberta Education. ISBN 0-7785-5166-0
<http://education.alberta.ca/admin/special/resources/adhd.aspx>
4. *Making a difference: Meeting diverse learning needs with differentiated instruction*. (2009) Alberta Education. ISBN 978-0-7785-8601-2
<http://education.alberta.ca/teachers/resources/cross/making-a-difference.aspx>
5. Armstrong, T. (2009). *Multiple Intelligences in the classroom (3rd Ed.)* Alexandria, VI: ASCD. ISBN 978-1-4166-0789-2
6. Reid, R & Lienemann, T. O. (2006). *Strategy Instruction for Students with Learning Disabilities*. New York. The Guilford Press. ISBN 10 1-59385-282-7; ISBN 13 978-1-59385-282-5.
7. Fisher, D. & Frey, N. (2010). *Enhancing RTI: How to ensure success with effective classroom instruction & intervention*. Alexandria, VI: ASCD. ISBN 978-1-4166-0987-2.
8. Wiggins, G & McTighe. (2005). *Understanding by design* (Expanded 2nd Ed.). Alexandria, VI: ASCD. ISBN 1-4166-0225-9.
9. Rothstein-Fisch, C. & Trumbull, E. (2008). *Managing diverse classrooms; how to build on students' cultural strengths*. Alexandria, VI: ASCD. ISBN 978-1-4166-0624-6.

10. Curwin, R. L. Mendler, A.N, & Mendler, B. D. (2009). *Discipline with Dignity: New Challenges, New Solutions (3rd Ed.)*. Alexandria, VI: ASCD. ISBN 978-1-4166-0746-5.
11. Thrilling, B & Fadel, C. (2009). *21st Century Skills: Learning for life in our times*. San Francisco, CA. Jossey-Bass. ISBN 978-0-470-47538-6.
12. Jensen, E. (2009). *Teaching with poverty in Mind: What being poor does to kids' brains and what schools can do about it*. Alexandria, VI: ASCD. ISBN 978-1-4166-0884-4
13. White, P. F. (2008). *Comprehensive crisis intervention manual*. Victoria, BC: Trafford Publishing. ISBN: 978-1-4251-6579-6

Websites

1. <https://www.iomembership.com> (Intelligence OnLine; membership provided through Ambrose)
2. <http://www.cast.org> (Centre for Applied Special Technology)
3. <http://www.aalf.org> (Anytime, Anywhere Learning Foundation)
4. <http://www.smartbrief.com/index.jsp> (SmartBrief)
5. <http://education.alberta.ca/admin/technology.aspx> (Technology in Schools, AB Ed.; Tech News)
6. <http://www.pearltrees.com> (Pearltrees)
7. <http://www.edutopia.org> (Edutopia)
8. <http://mindshift.kqed.org> (Mind/Shift)
9. <http://www.edweek.org> (Education Week)
10. <http://blogs.edweek.org/teachers> (Education Week - teacher)
11. <http://www.iste.org/welcome.aspx> (International Society for Technology in Education)
12. <http://www.eschoolnews.com> (eSchool News)

Important Notes

- It is the responsibility of all students to become familiar with and adhere to Ambrose Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue.
- 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.

**ALIGNMENT OF THE AMBROSE COMPETENCIES TO THE KNOWLEDGE, SKILLS, AND
ATTRIBUTES (KSAs)**

Course descriptions provide a general indication of content that will be addressed in each course. Courses in the Ambrose Program also give detailed attention to the Knowledge, Skills, and Attributes (KSAs) that apply to all certificated teachers in the Province of Alberta, documented in the *Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta (Ministerial Order #016/97)*.

The KSAs are embodied throughout the Program and aligned to the Ambrose *competencies*. A unique feature of the Ambrose Program is the requirement that all students are formatively and formally assessed and expected to give evidence of ten competencies at the midpoint of each course. Course content in all facets of the Program is connected to the competencies as part of the learning process in the Bachelor of Education Program. In turn, the competencies are aligned, in a selective way, to the KSAs.