



SCMP 700 Society and Culture Methodologies and Practices: Theory Applied in School and Community Contexts

Semester: Winter 2016
Days: Online
Start/End: Feb. 8 - Apr. 8
Room: Online
Time: Online

Number of credits: 3

Prerequisite:
SCMP 500, 600

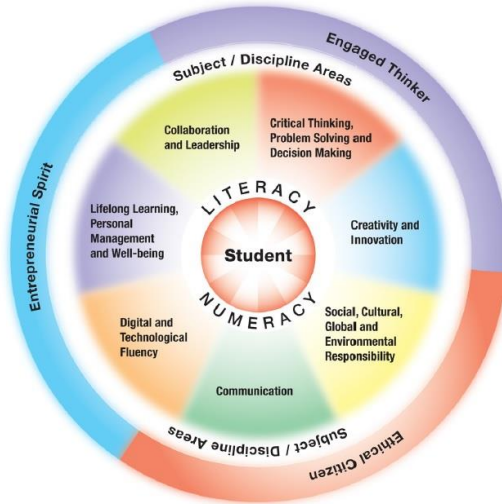
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Office hours: By appointment

Course Description:

This course introduces student-teachers to action-based learning and problem-solving approaches to school, culture and society. In this online course students will develop a strategic plan to provide transferable solutions to a living case, an actual school and culture and society problem. This course emphasizes large scale assessment and effective student assessment.

Expected Learning Outcomes:

In all of their curriculum, student-teachers are expected to use the core competencies as outlined in *The Alberta Framework for Student Learning* (<http://education.alberta.ca/media/6581166/framework.pdf>) as a guide for their studies:



The Alberta Framework For Student Learning Circle

It is the aim of this course that student-teachers acquire the following competencies:

| Competency | Description |
|------------|---|
| 1 | Build affirmative relationships with children. |
| 2 | Apply theories of curriculum, learning, and assessment to the development of programs. |
| 3 | Build learning communities. |
| 4 | Design teaching and learning scenarios that include inquiry-based learning. |
| 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 | Address non-academic barriers to learning by applying a variety of management strategies and effective classroom techniques. |

Requirements:

1. Weekly online participation in cohort discussions: Students are asked to participate in asynchronous class discussions. The format of these discussions is very simple and is laid out clearly in the attached Schedule (see below). Briefly, each week students are expected to write a simple **paragraph** about either the readings or the lectures for that week. Paragraphs that are composed should not be summaries of the readings or the lectures, but reflective/analytic, or inquisitive in character. Each paragraph should end with a **question**. Questions should not be of the "Trivial Pursuit" variety, but should arise from each student's genuine encounter with the text or the lecture under study. After posting a brief paragraph with a question, students are asked to **respond** to TWO other questions or posts made by colleagues. And let's remember always to maintain decorum and collegiality in all of our online interactions with one another.

2. Formal Philosophy of Teaching Statement: In our classes together during your time at Ambrose, we have come to understand how teaching isn't simply a "9 to 5 job," but that it is truly a "way of life"; moreover, we've sought to understand what it means to "philosophize" or to love wisdom as a way of life, and how the contemplative pursuit of

wisdom will inform our actions as teachers and our teaching practices. We've even considered and experimented with a number of ways in which each of us in our own personal lives might commit ourselves to that pursuit, in order that it might deepen our teaching, and serve as a kind of model for our students, so that both we and they might be happy and live good, rich lives. In short, we have philosophized throughout our time together in SCMP!

Alert: This exercise in crafting a formal "Philosophy of Teaching" statement is *not* that! The purpose of this exercise is to give you a chance to formulate a "teaching philosophy" statement that you could use with a potential employer, or a person in Human Resources. Remember: HR people don't know (or care!) about Plato. They don't know their Dewey like you do, or the finer points of Piaget. What they will be looking for is a kind of profile of the teacher that, en masse, fits their hiring expectations. For this assignment, I strongly recommend that you review the Government of Alberta's "Inspiring Education" document, as well as the "Alberta Framework for Student Learning." These documents, in tandem with other official government statements on their "vision" for education, will give you your very best hints about the sorts of things you should include in your "philosophy of teaching" statement. Please keep your philosophy of teaching statement short and sweet (No more than a page and a half, single-spaced, 12 point, Times New Roman). HR people are very busy; they will have a pile of these things to read, and they'll be scanning your statements for "fit" with their own vision.

3. Exit Thesis: (See details below)

4. Online Portfolio: This is a pass/fail item. Have a look at the online portfolios of other teachers who are seeking/have found gainful employment in the field of education. What sorts of things do successful candidates include? Information about yourself/brief bio; a C.V. with any awards or accomplishments; a brief teaching philosophy statement (wink wink!); some sample lesson/unit plans and educational resources; and contact information. Try to make your online portfolio professional, attractive, straightforward, and easy to use. Recommended podcast: Terry O'Reilly, "Selling Yourself: The Art of Personal Branding." *Under the Influence*. CBC Radio. (airdate Sept 1, 2015) <http://www.cbc.ca/radio/popup/audio/player.html?autoplay=true&clipIds=2674723244>.

Submission of Assignments:

Please ensure that you participate in each of the weekly online discussions in a timely fashion, and that you come prepared to listen and to contribute to the end-of-course Exit Theses/Interviews.

Attendance:

Attendance is online for this course and "asynchronous" (meaning we don't all have to be online at the exact same time). However, you should still endeavour to participate/attend our online Moodle Forums in a "timely" fashion, since your interactions with colleagues during the discussion of each of the weekly themes will be valuable. So please let's try to be diligent and do our weekly duties to foster interaction and attentive listening.



Bachelor of Education

Exit Thesis

Rationale

The *Exit Thesis* is a major assignment that requires you to apply knowledge and understanding from all three strands of courses in the Ambrose Bachelor of Education: Learning Theory and Application, Curriculum Design and Program Development, Society and Culture: Methodologies and Practice. This assignment forms 50% of your final grade in each of LTA 700, SCMP 700 and CDPD 700. All three instructors will jointly mark the assignment.

Structure of Thesis

The Exit thesis is comprised of three main components:

| Component | Weighting | Rationale and Intended Outcome |
|-------------------------|-----------|---|
| Comprehensive Year Plan | 40% | The comprehensive year plan will showcase your ability to design a learning experience that considers Alberta Education alignment, a diverse range of student learning needs, cross-curriculum connections, home and school relationships, cultural considerations, learning/thinking strategy instruction, assessment processes, explicit instructional models, and the use of technology. |
| Written Paper | 30% | The written paper will provide the support and rationale for the design of your year plan in the form of a literature review and a reflection on your own philosophy and model of practice. |
| Oral Presentation | 30% | In your presentation to your instructors, you will demonstrate that you can engage an audience, articulate your philosophy of education and intended mode of practice, clearly explain your project, and leverage appropriate technology. The presentation allows you to practice the kind of skills that need to be evident during the interview process. |

Comprehensive Year Plan

You are required to design a year plan that guides your instruction of one core subject (Math, Social Studies, Science or Language Arts) taught over the entire. Your plan must show cross-curricula integration and/or use of thematic units at some point during the year.

You may select the grade level and context.

As an 'architect of learning experiences', you must demonstrate your ability to design a learning environment that considers Alberta Education alignment, accommodates a diverse range of student learning needs, incorporates cross-curriculum connections, home and school relationships, cultural considerations, learning/thinking strategy instruction, assessment processes, explicit instructional models, and the use of technology.

Your plan must include

- Outline of the chosen context
- Activities for learning
- Timelines
- Resources
- Choice of instructional approach(es)
- Avenues to connect with home and school
- Any supporting programs (virtues, study skills, anti-bullying...etc.,)
- Strategies to differentiate for diverse pupil needs
- Preferred physical layout of the classroom
- Assessment (for, of and as learning; formative and summative)

Your year plan will be included as an appendix in your paper and presented to the committee in a format of your choice.

Written Paper

The written paper will provide the support and rationale for the design of your year plan through a literature review and a reflection on your own philosophy and model of practice.

Your written paper must include an introduction, a literature review that provides support and rationale for the design of your year plan, a personal manifesto, conclusion, bibliography, and the year plan (as an appendix).

The written paper should be between 3000-4000 words, APA formatted.

The **Introduction** will identify and briefly explain your choices and the rationale for your choices, in terms of the planning framework, curriculum (e.g., based upon the Programme of Studies, the chosen subject area and grade; or a thematic year plan across subject areas), supporting programs (e.g. bully-proofing; Virtues Project), and school-community relationships. In this section you may include definitions, assumptions, and limitations of your year plan framework.

The **Literature Review** forms the bulk of this paper. It will summarize and cite the documents that support your decisions regarding the design of your year plan (e.g., school-community relationships, instructional methodologies, model(s) of learning, developmental factors, and so on). Information regarding inclusion, FNMI education, large-scale assessment, classroom-based assessment, and cross cultural and multi-cultural education could be included. In this section you should draw heavily on the content from CDPD 700, SCMP 700 and LTA 700.

The **Personal Manifesto** is a final personal reflection on your intended "modus operandi". The manifesto will consist of 8-10 promises that you will make to your students. Each statement must begin with "I promise to" From your statements, your values and intentions in the following areas should be clear:

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- Style of classroom management
 - Preferred theory(ies) of learning
 - Purpose of homework (or home tasks)
 - Inclusion
 - Role of schools (and teachers) in society
 - Technology
 - Skills for the 21st Century
 - Yourself as a learner

The **Conclusions and Recommendations** is final summary on the matter of integration for the ideal learning community that is well designed to promote learning for all students. It should also identify your personal areas of strength as a teacher and the areas for future growth in order to become the teacher you aspire to be.

Oral Presentation

You are required to present your project to your instructors. You will demonstrate that you can engage an audience, articulate your philosophy of education and intended mode of practice, clearly explain your project, and leverage appropriate technology.

Your presentation should be no longer than 15 minutes in length and you will be asked to field a couple of questions immediately afterwards. ***Please ensure that your presentation does not go over the 15-minute limit, as a show of respect for your classmates and the scheduled timeslots that follow***

You are welcome to invite a friend, peer, or family member to your presentation.

The presentation should include the following:

- A 'walk-through' of your year plan, with a succinct rationale given to support key aspects
- Your manifesto
- Integration of technology to deliver the presentation
- Demonstration that you can engage an audience

Assessment Rubric

| | Outstanding | Well Done | Satisfactory | Weak |
|---|--|--|---|---|
| Year Plan | | | | |
| Overall quality | Year plan clearly and explicitly considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units, meets 21 st century learning needs, and is detailed and organized. | Year plan considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units and meets 21 st century learning needs. | Year plan mostly considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units, and meets 21 st century learning needs. | The year plan is missing too many critical components required for designing effective instruction. |
| | 19-20 marks | 17-18.5 marks | 15-16.5 marks | <15 marks |
| Universal Design of Learning | Year plan clearly and explicitly considers diverse learning needs e.g., FNMI, cultural diversity, and learning assets/barriers. There are multiple entry points to the learning. | Year plan considers diverse learning needs, e.g., FNMI, cultural diversity, and learning assets/barriers. | Year plan mostly considers diverse learning needs, e.g., FNMI, cultural diversity, and learning assets/barriers | Year plan does not address considers diverse learning needs, e.g., FNMI, cultural diversity, and learning assets/barriers |
| | 9.5-10 marks | 8.5-9 marks | 7-8 marks | <7 marks |
| Assessment | Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. It addresses knowledge, skills and attitudes. Assessment connects to objectives and allows for differentiation. | Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. It addresses knowledge, skills and attitudes. | Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. but is somewhat disconnected from the objectives | Assessment is either missing or very weak. |
| | 9.5-10 marks | 8.5-9 marks | 7-8 marks | <7 marks |
| Written Paper | | | | |
| Introduction, conclusion, literature review, manifesto. | The literature review is comprehensive . It connects to and supports the year plan. Manifesto is included and makes clear your philosophy and intended model(s) of practice. | The literature review connects to and supports the year plan. Manifesto is included and makes clear your philosophy and intended model(s) of practice. | The literature review provides some support to the year plan. Manifesto is included and hints at your philosophy and intended model(s) of practice. | The literature review does not adequately support the year plan. Manifesto is included but has some gaps. |
| | 19-20 marks | 17-18.5 marks | 15-16.5 marks | <15 marks |
| Quality of writing | Quality is at the level expected of a graduate student. Almost no errors in grammar or spelling. Bibliography and in-text citation is APA format with almost no errors. | Quality is approaching the level expected of a graduate student. Almost no errors in grammar and spelling. Bibliography and in-text citation is APA format with almost no errors. | The message has been communicated but the quality of writing is not at the level expected of a graduate student. Bibliography and in-text citation is APA format but has errors. | The quality of writing makes the message difficult to interpret. Student does not use APA formatting. |
| | 9.5-10 marks | 8.5-9 marks | 7-8 marks | <7 marks |
| Oral Presentation | | | | |
| Informative | Oral presentation clearly explains the year plan and succinctly gives a rationale for key aspects. | Oral presentation explains the year plan and gives a rationale for some of the key aspects. | Oral presentation outlines the year plan and highlights some key aspects. | Oral presentation does not adequately explain the year plan. |
| | 9.5-10 marks | 8.5-9 marks | 7-8 marks | <7 marks |
| Engaging | Oral presentation is very engaging and organized. You speak clearly and confidently. | Oral presentation is engaging and organized. You speak clearly and confidently. | Oral presentation is mostly engaging and organized. | More work is needed to deliver an engaging and/or clear presentation. |
| | 9.5-10 marks | 8.5-9 marks | 7-8 marks | <7 marks |
| Use of Technology | Student demonstrates proficient use of appropriate technology. Technology is used in a way that makes sense. | Student demonstrates proficient use of appropriate technology. | Student uses technology to deliver the presentation. | Technology was included as an after-thought and/or student struggled to operate it and/or no technology was used in the delivery of the presentation. |
| | 9.5-10 marks | 8.5-9 marks | 7-8 marks | <7 marks |

Due

The presentation will take place during the final week of classes. A sign-up schedule will be made available at a later date. Your written paper must be submitted electronically to all three instructors in advance of your presentation.

Please note that your e-portfolio must also be completed as well and the link submitted to your instructors.

Evaluation:

| LEARNING TASK NUMBER | DESCRIPTION OF LEARNING TASK | PERCENT OF FINAL GRADE |
|----------------------|---|------------------------|
| Learning Task #1 | Weekly Online Discussion Posts | 30% |
| Learning Task #2 | Philosophy of Teaching Statement | 20% |
| Learning Task #3 | Exit Thesis & Interview | 50% |
| Learning Task #4 | Online Portfolio | Pass/Fail |

Grade Summary:

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 |

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are no longer mailed out.

Textbooks:

There are no required texts for this course. Any readings will be provided on Moodle.

Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the 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.

Extensions

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**" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar 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 and become part of the student's permanent record. Students are strongly advised to retain this syllabus for their records.

Weekly Schedule (subject to change):

| Week: | THEMATIC LECTURES, & ITINERARY OF EVENTS |
|---|--|
| ONE (Feb. 7-13) | <p>TOPICS: <i>The ATA Code of Conduct</i> and <i>The Teaching Profession Act</i></p> <p>Listen to online lecture entitled, "The Code of Professional Conduct and the Teaching Profession Act in Alberta." https://www.youtube.com/watch?v=RMAXRCFHgHA.</p> <p>Complete your weekly online Moodle posts in a timely fashion.</p> |
| READING WEEK (Feb. 14-20) | |
| TWO (Feb. 21-27) | <p>TOPIC: <i>The Alberta School Act</i></p> <p>Listen to online lecture entitled, "The Alberta School Act." https://www.youtube.com/watch?v=5XqResAEQ3k.</p> <p>Complete your weekly online Moodle posts in a timely fashion.</p> |
| THREE (Feb. 28-Mar. 5) | <p>TOPIC: The Canadian Constitution and Education</p> <p>Listen to online lecture entitled, "Sections 92 & 93 of the <i>Constitution Act</i> (formerly the <i>BNA Act</i>) as these pertain to Education." https://www.youtube.com/watch?v=Wu6y_WeBdUk.</p> <p>Complete your weekly online Moodle posts in a timely fashion.</p> |
| FOUR (Mar. 6-12) | <p>TOPICS: Teacher Negligence & Liability, Duty of Care, and <i>In Loco Parentis</i></p> <p>Listen to online lecture entitled, "Education Law Litigation 1: Intro, <i>In Loco Parentis</i>, Duty of Care, Teacher Negligence & Liability." https://www.youtube.com/watch?v=RrA1XphWd8U.</p> <p>Complete your weekly online Moodle posts in a timely fashion.</p> <p style="background-color: #ffff00;">Philosophy of Teaching Statement due</p> |
| FIVE (Mar. 13-19) | <p>TOPICS: Workplace Harassment, Denominational School Employment</p> <p>Listen to online lecture entitled, "Education Law Litigation 2: Teacher Bullying and Harassment." https://www.youtube.com/watch?v=5U_46yZXBgQ.</p> <p>Listen to online lecture entitled, "Education Law Litigation 3: Denominational School Employment Cases." https://www.youtube.com/watch?v=vN5e54jOxfA.</p> <p>Complete your weekly online Moodle posts in a timely fashion.</p> |

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| <p>SIX (Mar. 20-26)</p> | <p>TOPICS: Teachers as Role Models, Freedom of Expression, and Academic Freedom</p> <p>Listen to online lecture entitled, "Education Law Litigation 4: Teachers as Role Models/Off Duty Speech and Actions." https://www.youtube.com/watch?v=frazkmAyTDY.</p> <p>Listen to online lecture entitled, "Education Law Litigation 5: Freedom of Expression/Academic Freedom in Teaching." https://www.youtube.com/watch?v=izqCRAckdGk.</p> <p>Complete your weekly online Moodle posts in a timely fashion.</p> |
| <p>SEVEN (Mar. 27-Apr. 2)</p> | <p>TOPICS: Student Discipline, <i>The Criminal Code</i>, and the <i>Youth Criminal Justice Act</i></p> <p>Listen to online lecture entitled, "Education Law Litigation 6: Corporal Punishment & The <i>Criminal Code</i>, Locker/Personal Searches, Student Discipline, and the <i>Youth Criminal Justice Act</i> (YCJA)." https://www.youtube.com/watch?v=ldft05Md0k8.</p> <p>Complete your weekly online Moodle posts in a timely fashion.</p> |
| <p>EIGHT (Apr. 3-9)</p> | <p>15 Minute Exit Presentations</p> |