

Course ID:	Course Title:	Winter 2018
SCMP 700	Society and Culture: Methodologies and Practices 700	Prerequisite: SCMP 600
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Online only	Instructor :	Dr. Nicki Rehn	First day of classes:	Mon., Feb. 25, 2018
Time:	n/a	Email:	NRehn@ambrose.edu	Last day to add/drop, or change to audit:	Mon., Mar. 4, 2018
Room:	n/a	Phone:	n/a	Last day to request revised exam:	n/a
Lab/ Tutorial :	n/a	Office:	n/a	Last day to withdraw from course:	Fri., Apr. 5, 2018
		Office Hours:	n/a – please email	Last day to apply for coursework extension:	n/a
Final Exam:	n/a			Last day of classes:	Thur., Apr. 18, 2018

Course Description

An examination of how past and current practices have informed trends in schooling. Topics include Teacher Quality Standard competency in First Nation, Metis and Inuit education, 24-7 teaching, personal teaching philosophy, and future trends in education. Some of the assignments from this course will contribute to the development of your Living Portfolio.

Expected Learning Outcomes

- Respond to the Alberta Education mandate on the integration of Indigenous perspectives and ways of knowing.
- Predict how technology will impact learning in the future.
- Consider what it means to be a teacher 24-7 and establish strategies for self-care.
- Interpret claims about the success of an education system.
- Articulate your teaching philosophy.

Strategies for success in SCMP 700:

- Allow 8-10 hours per week (on average).
- Have a positive attitude toward online learning. It may not be your preference, but.... what you lose in one area, you gain in another.
- Use the checklists in Moodle to stay on track with the course work. Do not fall behind any of the weekly tasks.
- Use your mentor and each other as a resource.
- Do all the reading and viewing.
- Read the course syllabus and assignment guidelines and marking criteria very carefully.
- Take initiative in your learning. This is YOUR course. Remember that I have designed it to facilitate independent learning and synthesis, rather than teach you new things.
- Read the discussion board and respond to your peers.
- Email me if you have a question that cannot be figured out among your peers.

Textbooks

none

Course Schedule

Week	Dates	Topic	Due this block
1	Feb 25 – Mar 3	Phronesis. Being a teaching 24-7 and strategies for self-care	Discussion Post #1
2 & 3	Mar 4 – Mar 17	The digital world and the future of education	Discussion Post #2 Future of Education assignment
4 & 5	Mar 18 – Mar 31	Indigenization and Wade Davis' TED talk	Discussion Post #3
6 & 7	Apr 1 – Apr 14	Measuring what Counts. Zoom class Tue 2 April @ 7pm	Discussion Post #4 Personal PD project
8	Apr 15 – Apr 18	Journey	Discussion Post #5 Hills assignment

Requirements:

Assessment	%	Due Date
Online responses (5)	25	On-going (see below)
Future of education assignment	15	Sunday 17 March, 2019
Personal PD project (FNMI)	30	Sunday 7 April, 2019
The hills assignment (philosophy)	30	Wednesday 17 April, 2019

Attendance:

All instruction will be online. You are required to keep pace with the course schedule.

What do the grades mean?

A+	4.0	Reserved for exceptional performance. Normally only 2-3 students get this grade.
A	4.0	Expected performance for this stage of a professional (pre-service teacher) after-degree.
A-	3.7	Nearly. More attention to detail, or depth/complexity is required.
B+/B/B-	3.3/3.0/2.7	Significant gaps in performance, and/or work shows lack of care.
C+/C/C-	2.3/2.0/1.7	This will likely result in a conversation with your professor and the dean.
D+/D	1.3/1	Minimal pass

Assessment #1 – Online discussions and posts (25%)

Rationale

This is an online course, and the quality your experience here is largely determined by the degree to which you engage with the content, your instructor, and your peers online. For this reason, points will be assigned to your participation. This will also be the place where you are held accountable for the reading and viewing tasks. Posts should be between 200 and 300 words in length. Please practice writing succinctly.

Instructions

You are required to complete five tasks online, outlined below. The first three tasks require you to engage with the response of at least one of your peers. Please ensure your initial response is posted by Friday so that everyone has a chance to read it and respond before the Sunday due date. More information to support these tasks will be found on Moodle. Each week you will be awarded up to 5 points for your contributions according to the following criteria:

5 points – Timely, clearly written and succinct, demonstrates engagement with the readings that week, reflective and critical, engages with peer responses in a meaningful way.

		Initial Post Due
Task #1	<p>Topic – Phronesis Complete the readings posted in week 1 on phronesis and self-care. Please respond to the following questions in the discussion forum and engage with at least one of your peer’s responses: <i>How would you assess your readiness for this profession? What big question(s) do you have coming out of practicum? What are your best 2-3 practical strategies (taken from personal experience or tips from you partner teacher and/or mentor) for surviving and staying optimistic in this profession?</i></p>	Wednesday 27 February (week 1)
Task #2	<p>Topic – The Future Complete the readings and viewing posted in week 2-3 on digital literacy, screen time, and the impact of technology on children. Please respond to the following question in the discussion forum and engage with at least one of your peer’s responses: <i>What is your commitment to help students navigate our digital world?</i></p>	Wednesday 13 March (week 3)
Task #3	<p>Topic – Indigenization Watch the Wade Davis TED Talk and think about how indigenous knowledge might contribute to Canadian society through education. Please respond to the following questions in the discussion forum and engage with at least one of your peer’s responses: <i>How do you integrate indigenous knowledge into our colonial, Judeo-Christian education system without losing our foundation of western epistemology? How will you reconcile this as a teacher in the Canadian context?</i></p>	Wednesday 27 March (week 5)
Task #4	<p>Topic – Measuring What Counts Join the Zoom meeting in week 6 (Tuesday 2 April, 7 pm MST). Post a response to the following questions in the discussion forum: <i>In your mind what are the most important goals of elementary education? How will you know when you stand back from your work at the end of the day, the year, and your career that you have been successful at achieving these goals?</i></p>	Wednesday 10 April (week 7)
Task #5	<p>Topic – Journey Re-read the philosophy paper you used to apply to this program. Please respond to the following questions in the discussion forum: <i>How have your ideas grown, been shaped, completely changed from then until now? In other words, how have you developed as a result of this program? How does your worldview or belief system (i.e. your faith, your understanding of humanity, the physical world, the nature of knowledge, and the purpose of life) show up in your teaching? What is your hope for the future and how does education serve that?</i></p>	Wednesday 17 April (week 8)

Assessment #2 – Future of Education (15%)

Rationale

The classroom that you are currently entering is vastly different from when you were student, and it will look completely different in the future. The rapidly changing face of education with its new fashions, political mandates, and dizzying technologies can erode confidence and optimism if you let it. This assignment will have you consider your stance when it comes to digital technology, innovation, and the future of education.

Instructions

Choose an innovative, or digital, or “out-of-the-box” case of technology, pedagogy, or school design to research and present:

- An introduction
- A description of the pedagogy, technology, or innovative school, and why you think it has appeared/evolved?
- Whether you see this as something you would champion, embrace, question, or resist, and why.

Possibilities include: makerspace, virtual reality, uniquely designed school architecture, online learning, wearable technology, learning analytics with adaptive technologies, problem-based learning, coding, videoconferencing, gamification, nature-based or alternative format schools...etc.

Please submit this assignment through Turnitin in Moodle.

Length should be between 1000-1100 words. You will lose marks if it isn't.

Marking Criteria

Standard for full marks	Standard reached or exceeded	Standard almost reached	Improvement needed	Weak
Detailed description and explanation of the pedagogy, technology or innovative school. Comprehensive yet succinct, demonstrates understanding of the case. Provides examples of application or real cases.	6 marks	5 marks	4 marks	≤ 3 marks
Rationale for why you would either champion, embrace, question or resist this case given that is convincing, supported, clearly articulated.	5 marks	4 marks	3 marks	≤ 2 marks
Introduction gives an overview of report, it is succinct, and includes a personal connection (i.e. why this case?)	2 marks	1.5 marks	1 marks	0
Writing is grammatically correct and reads well. Ideas are organized and thinking is easy to follow (i.e. I didn't have to strain to read your assignment). Presented as a formal assignment (name, title, headings...etc.). Length requirements are honored.	2 marks	1.5 marks	1 marks	0

Assessment #3 – Personal PD Project (30%)

Rationale

Alberta Education has responded to the calls to action that came out of Truth and Reconciliation Commission as they applied to education (see CTA #62-65). This has implications for your role as a teacher, the content you will teach, and how you will teach it. The new teacher quality standard lists six competencies for Alberta teachers, one of which is specifically focused on First Nations, Metis and Inuit perspectives. This requires both a personal and collective journey. Everyone is at different stages of this journey depending on their experience, education and interest so this assignment will meet you where you are at.

Instructions

This assignment represents the bulk of the content for week 5-6 of the course. This means that time spent on the project and the report should account for approximately 15 hours (min.) of your time. You are required to take up a personal PD project of your interest. This could be something that you started in your own time last semester or over the Christmas break, but not something you've had to do for another class, or as a mandatory PD while on practicum. Some possibilities include:

- Read a novel from an Indigenous author.
- Complete a MOOC on indigenous perspectives (ex. UBC on EdX).
- Prepare for, attend, and reflect upon a local indigenous event.
- Study some indigenous art or artist
- Build a resource guide that summarizes key documents available
- Review indigenous children's literature
- Develop a unit of study that incorporates indigenous ways of knowing

These are just suggestions. Feel free to reach out to Kathy and/or Sherry for additional ideas. If you have an idea of your own, check with me to see if it will be OK.

You will capture your learning in a report that includes:

1. What study did you undertake and why? Tell the story of your project. (300 words)
2. An account of the hours. (summary table)
3. What were the key takeaways for your teaching? How did you capture them for future reference? (600 words)
4. What's next in terms of your own professional development journey in this area and what questions remain? (100 words)

Please submit your assignment in WORD format in Moodle.

Marking Criteria

A+	A	A-	B+	B
30	28-29	26	25	24
	<ul style="list-style-type: none">• Project undertaken represents at least 16 hours of your time.• There is a clear rationale for why you chose this project.• Key takeaways are given and comprehensively explained.• Deeply reflective.• Next steps and future PD goals are outlined.• Answers are well articulated and clearly written within the word limits.			

Assessment #4 – The “hills” (30%)

Rationale

When you write your resume, design an online portfolio, or attend a job interview, you need to be able to articulate what unique combination of beliefs and practices are distinctive to you. This assignment will give you a chance to synthesize everything you have learned and experienced as an educator up to now with your own philosophy, preferences and personality. What will you be known for as a teacher? What can a principal count if they hire you? What educational practices excites you the most. Examples might include (list non-exhaustive)...

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ Feedback for learning ○ Teacher as model ○ Storytelling ○ Backwards design to align outcomes, assessment and instruction ○ Relationship-building, listening & respect ○ Physical movement ○ Working with parents, families and community ○ Brain-based education ○ Guided reading programs | <ul style="list-style-type: none"> ○ Integration of character education ○ Montessori-methods ○ Play ○ Problem-based learning ○ PYP-programming ○ Reducing anxiety in children ○ Growth mindset ○ Gifted education ○ Disciplinary integration |
|--|---|

Instructions

Identify 3-4 “hills you will die on” in terms of teaching. These are practices that I would expect to see if I walked into any of your future classrooms, no matter the context. They arise out of your philosophy, your favourite practices, and your personality/preferences as a teacher. Create a visual representation of each of these hills on a digital poster (one that can be displayed with your living portfolio), including an explanation/description, rationale with some of the research highlights, and some of the criticism. Submit your poster as a PDF in Moodle. You will also print out a copy to display with your living portfolio.

There are a number of platforms you can use to design your poster – Powerpoint, Canva, Adobe InDesign, WORD templates ...etc

See example given in Moodle to show standard expected.

Marking Criteria

	Standard	Amazing	At or near standard	A few gaps	Needs more work
Content	You have described each “hill” in terms of what it is and what it would look like specifically in your classroom or teaching practice. You have given a convincing rationale for why each “hill” is important to you by showing how it aligns with your values, philosophy and personality. You also provide some research highlights to support this practice and counter potential criticism.	20	18-19	15-17	≤ 14
Care	The poster is visually engaging and well-designed for easy reading. Grammar and spelling are accurate.	10	9	8	≤ 7

Ambrose University Academic Policies:

Communication

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, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may 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 or record. 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" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their 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.

Exam Scheduling

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) the student has 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 use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. 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. Some professors will not allow the use of any electronic devices in 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 (information about an individual that may be used to identify that individual) may be required 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 Registrar's Office in writing and providing the basis for appeal 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. 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 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 acknowledge 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.

Note: Students are strongly advised to retain this syllabus for their records.