



Fall 2018 – EDUC 360 – Detailed Syllabus
Curriculum and Instruction: Introduction

OVERVIEW

Course Times: Wednesdays, 1:00 pm to 2:50 pm
 Thursday, 10:30 am to 12:20 pm

Course Start Date: Thursday, September 6, 2018
Course End Date: Thursday, November 29, 2018

Course Location: 10-4044

Instructor: Dr. Christine Younghusband Office Hours: by appointment
Email: younghusb@unbc.ca Office Location: 10-4048
Office Phone: 250-960-6313

DESCRIPTION

Calendar Description:

Curriculum and instruction methods for the Senior Years, including assessing, selecting, and developing curricular materials; and planning instruction, and evaluation methods pertaining to the teachable subject areas.

Course Details:

Inquiry Questions:

- What is curriculum?
- What kind of teacher do you want to be?
- How will you achieve this?

This course will explore and experience the principles and intentions of BC's New Curriculum in light of 21st Century Learning, formative assessment, student-centered learning, competency-based learning, personalized learning and First Peoples Principles of Learning. Students will develop and facilitate learning activities focused on the Core Competencies, design unit plans, discuss assessment and evaluation frameworks, and review learning resources and materials in their subject specialty. Student will also develop a teaching philosophy. Participation, attendance, and group work are essential parts of this course. Readings will be assigned and provided by the course instructor.

Course-Level Educational Goals

By the end of the course, students should be able to:

- Create a personal teaching philosophy based on readings and discussions
- Utilize BC's New Curriculum as a framework for instruction
- Co-operatively design and develop a competency based unit plan
- Design and facilitate a learning activity focused on the Core Competencies
- Integrate and embed Indigenous Worldviews and perspectives
- Investigate one area of interest within the course readings topics

All students must also demonstrate and have a deep understanding of the BC Teacher Standards as set by the BC Ministry of Education Teacher Regulation Branch:

<https://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx>

GRADING

Student Led Learning Activities:	20%
<ul style="list-style-type: none">• Oral presentation on one Weekly Reading• Lesson plan and facilitating a learning activity	
Reading Summaries, Reflections, and One-Page Summary	20%
Unit Planning and Group Presentation	20%
IGNITE Presentation (based on topic of interest)	20%
5-page paper and draft copy (based on topic of interest)	20%

**NOTE: There is no final exam for this course.*

ASSIGNMENTS:

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| Student Led Learning Activity | 20% |
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- This involves giving an oral presentation summarizing the Weekly Reading. Students will sign up for one week to give their oral presentation to the class and pose 1-2 questions for class discussion. Students will facilitate discussions.
 - Students will design a lesson plan for and facilitate a student led warm-up activity. The lesson plan will model BC's New Curriculum Framework, which will include the Core Competencies, a Big Idea, and Learning Standards. Student self-assessment and/or class discussion on the Core Competencies will occur.

Reading Summaries, Reflections, and One-Page Summary 20%

- Students will write a one-page summary on the assigned weekly reading. They are encouraged to add their thoughts, commentaries, or questions to their summary.
- Students will write a ½ page summary and commentary on weekly videos
- After each class, students will write a weekly one-page reflection on what they learned from each class. What are their thoughts, impressions, or take-aways.
- At the end of the 13-week course, students are asked to review their reading summaries and class reflections and write a **one-page summary** of what they learned in the course and how they would apply this learning to their practice.

Unit Plan and Group Presentation 20%

- Students will be divided into groups of 4. This is an opportunity to collaborate and collectively sense-make BC’s New Curriculum and instruction. Students will design a unit plan that includes their subject specialty, grade-level, possible cross-curricular learning, curricular and core competencies, materials, and assessment. Groups will present their unit plan to the class in a presentations style of choice.

IGNITE Presentation (based on a topic of interest) 20%

- Students are asked to use a Pecha Kucha style presentation of 20 PowerPoint slides in 5-minutes. Students will choose a topic of interest from the Weekly Readings or videos that best reflect their Teaching Philosophy.
- Here is an IGNITE YouTube video on how to do an IGNITE presentation:
<https://www.youtube.com/watch?v=rRa1IPkBFbg>

5-page Paper based on a Topic of Interest 20%

- Students will submit a 5-page paper based on the topic of interest presented during their IGNITE presentation. There should be at least THREE references and cited in a reference list using APA. A draft copy will be due on Week 10 for peer-review in preparation for IGNITE. Final draft of the 5-page paper will be due on December 6, 2018, via email, one-week after our last class together.

ASSIGNMENT DUE DATES

Assignment	Value	Due Date
Student Led Learning Activity		
• Oral Presentation of a Weekly reading	10%	Sign Up
• Learning Activity and Lesson Plan	10%	Sign Up
DRAFT version of the 5-page paper	-----	November 8
Reading Summaries & Reflections		
• One-Page Summary	20%	November 30
Unit Plan & Group Presentation	20%	November 21/22
IGNITE Presentation (based on a topic of interest)	20%	November 28/29
5-page Paper (based on a topic of interest)	20%	December 6

LATE ASSIGNMENTS:

Late assignments will not be accepted. Due dates may vary per student based on group and individual sign-ups. Please see above chart. Students are held responsible for keeping track of due dates, completing all assignments, and participate in learning activities.

Contact the instructor in-class, office hours, or at younghusb@unbc.ca if you are unable to participate or attend class or meet any of the student selected due dates.

Grade Distribution for Bachelor of Education Program at UNBC

Grade	% Range	Description
A+	95.5 – 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectations, goes beyond stated criteria and has an insightful grasp of the subject matter.
A	89.5 – 95.49	
A-	84.5 – 89.49	
B+	79.5 – 84.49	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a student who meets expectations or stated criteria and shows a good grasp of the subject matter or an excellent grasp in one area balanced with a satisfactory grasp in another area.
B	74.5 – 79.49	
B-	69.5 – 74.49	
C+	64.50 – 69.49	Satisfactory performance. This grade indicates a student who minimally meets expectations or stated criteria and has a satisfactory grasp and knowledge of the subject matter.
F	<64.50	Unsatisfactory performance. This grade indicates a student has failed to minimally meet expectations or stated criteria and demonstrates only a superficial grasp of the subject matter.
<i>All students must receive a "pass" (C+ or better) to obtain credit for this course.</i>		

ACCOMODATIONS:

If there are students in this course who, because of a disability, may have a need for special academic accommodations, please come and discuss this with me, or contact Disability Services located in the Teaching and Learning Centre, Room 1048.

ONGOING FORMATIVE ASSESSMENT:

The instructor will model and provide ongoing formative assessment and feedback. This feedback is provided in REAL-TIME to support the learner prior to final evaluation and/or during the demonstration of learning. Formative feedback may be verbal, written, or via email. The instructor will participate in student led learning activities as learner, teacher, and evaluator. Students are welcome to submit assignments prior to final submission or demonstration for formative feedback.

RUBRICS

RUBRIC FOR IGNITE PRESENTATION:

Students will design or select 3-5 Curricular Competencies that best reflect the learning intentions to be evaluated on for the IGNITE presentation. The content for the IGNITE presentation must include topics discussed in the course. The BIG IDEA is “curriculum and instruction” are interconnected and students will describe their intended or anticipated Teaching Philosophy for EDUC 491 and future career as an educator. Students will be evaluated on the curricular competencies and content as “meeting” or “not meeting” expectations in a single point rubric with descriptive feedback.

Will use single point rubrics, peer evaluation, and self-reflection. Here are two links about single point rubrics below and this will be discussed further during the course:

<https://www.cultofpedagogy.com/single-point-rubric/>

<https://www.edutopia.org/article/6-reasons-try-single-point-rubric>

GRADING SCALE FOR WRITTEN ASSIGNMENTS:

<p>Exceptional or Excellence Performance: Strong evidence of original thinking; excellent organization; demonstrated high capacity to analyze and synthesize information; outstanding grasp of subject matter with ability to provide sound critical evaluation; evidence of care and precise reading of required and other texts; ability to relate theory to practice; fluent and appropriate use of relevant concepts; careful and courteous consideration of ideas or others; clear, grammatically and stylistically sound writing; correct spelling.</p>	<p>A+</p> <p>A</p> <p>A-</p>
<p>Very Good Performance: Clear use of relevant literature and background reading, appropriate use of relevant concepts; good organization; sound critical evaluation, clearly made links with wider issues; courtesy in dealing with other's ideas and opinions; good quality writing (i.e. clarity of expression largely good, basically sound grammatically, correct spelling)</p>	<p>B+</p>
<p>Good Performance: Reasonably accurate grasp of key concepts and issues relevant and appropriate analysis relevant and appropriate analysis and discussion; adequate organization, readings sensibly incorporated into arguments; accurate and sensible evaluative discussion; courtesy in dealing with others' opinions and ideas; reasonably clear expression of ideas, free of spelling errors</p>	<p>B</p> <p>B-</p>
<p>Satisfactory Performances to Minimal Standards: Little evidence of required reading or of understanding of required reading; limited grasp of concepts being discussed; divergence from main point to peripherally or superficially related items; largely dealing with anecdotal or concrete examples rather than principles and theories; largely descriptive writing with little analysis, though show some grasp of the main issues; poorly organized; problems with clarity of expression, grammar</p>	<p>C+</p> <p>C</p>
<p>Marginal Performance</p>	<p>C-</p> <p>D</p>
<p>Fail (Unsatisfactory Performance)</p>	<p>F</p>

RUBRIC FOR JOURNAL REFLECTIONS USING EXEMPLARS:

Not Meeting Expectations	"I like this class. We talked in groups. I like the people in this group. We watched a video. The video was interesting. After the video, my group talked about grades and how grades are used as punishment. Then we wrote on the board on what is curriculum."
Approaching Expectations	"I did not know what to expect from this course. I have to take this course for my education minor. I heard that it might be an easy mark. I liked the video that we watched and how schools are killing creativity. I think this is true. Schools are more about getting grades than learning. That's how it was for me. There are very few courses I enjoyed."
Meeting Expectations	"It is my first day back to school and I end my day with Educ360. Initially, I was not sure what this course is about. I appreciate that I am able to move around in class, talk to peers, and contribute in some way to the course. So far, this course is nothing like my other classes. We work in groups or learning communities, do self-reflections, and watch videos. The video stated what I had always believed. Sometimes I think that I am in school just to make the grade instead of enjoying learning. It seems that how we are graded or judged affects how we learn and what we learn. I shared my own learning experiences in class today. Not great ones. Schools can be so much better and curriculum can fix this."
Exceeding Expectations	"The first class has got me thinking. Teaching and learning in the 21st Century is different from the industrial model of learning where schools are trying to grade students on quality of work how do we really know if the students learned anything? According to Yong Zhao who speaks about 21st Century Learning and personalized learning, that we can't be doing the same things as we always have. Machines can easily replace people in the workplace. He also speaks of entrepreneurialism as part of learning. Should schools be more in tuned to what students can do versus know? I would love to have been more creative in school but I was too worried about grades and what the teacher wanted. What would it mean to personalize my learning? How will I know if I'm succeeding if I don't get an A? There should be standards but we honour students' strengths and interests as well."

RUBRIC FOR STUDENT LED LEARNING ACTIVITIES:

Regular attendance and participation are expected from all students. Student-led learning activities are based on “meeting” or “not meeting” expectations. Rubrics will be designed and co-constructed with students for the UNIT PLAN assignment.

CHEATING OR PLAGIARISM:

According to the UNBC Undergraduate Regulations and Policies:

<https://www.unbc.ca/calendar/undergraduate/regulations>

Go to website for full description of Academic Regulation 45 (Academic Offenses).

“Any conduct that violates the standards of the University as set out in the Undergraduate University Calendar, particularly those related to academic honesty, is a serious offense.”

“Minimum sanctions for an academic offense include reprimands and reduction of grades; the maximum sanction is dismissal from the student’s academic program or suspension from the University (see Academic Regulation 46 (Academic Sanctions)).”

Academic “offenses include, but are not limited to the following: plagiarism, cheating, submitting false records, withholding records, misrepresentation of one’s own identity, falsification of results, submission of false information, aiding or abetting any of the academic offences” previously mentioned.

PROFESSIONAL LEARNING NETWORK (PLN):

Students are encouraged to open a Twitter account and follow each other online. You can follow your instructor at @ChristineYH and she will follow you back. Build your learning community. Although we will be building OUR LEARNING COMMUNITY as a secondary cohort at UNBC, teaching and learning are not isolated to the classroom.

Follow, scroll, TROLL, or participate in #bcedchat on **Sunday nights at 7pm PST**. Dr. Christine Younghusband is one of 9 co-moderators on #bcedchat (and there are HUNDREDS OF EDU-CHATS on Twitter) and this year we will be inviting guest-mods to guide BC educators (and beyond) about BC’s New Curriculum, teaching, and learning.

The instructor will be blogging DAILY about her teaching and learning at UNBC to model BC’s New Curriculum’s Communicating Student Learning via blog but also model “The Reflective Practitioner: How Professionals Think In Action” (Schon, 1983). You can read or follow her edu-blog at www.christineyounghusband.com/blog

COURSE FRAMEWORK

Week	Dates	Wednesday	Thursday
1	Sept. 6	N/A	Video Week 1/Intros/Syllabus
2	Sept 12/13	Reading Week 2	Video Week 2/Teacher Led
3	Sept 19/20	Reading Week 3	Video Week 3/Teacher Led
4	Sept 26/27	Reading Week 4	Video Week 4/Teacher Led
5	Oct 3/4	Reading Week 5	Video Week 5/Student Led
6	Oct 10/11	Reading Week 6	Video Week 6/Student Led
7	Oct 17/18	Reading Week 7	Video Week 7/Student Led
8	Oct 24/25	Reading Week 8	Video Week 8/Student Led
9	Oct 31/Nov 1	Reading Week 9	Video Week 9/Student Led
10	Nov 7/8	Reading Week 10	Video Week 10/Student Led/ peer review DRAFT copy of paper
11	Nov 14/15	Reading Week 11	Video Week 11/Student Led
12	Nov 21/22	UNIT PLAN	UNIT PLAN
13	Nov 28/29	IGNITE	IGNITE
----	December 6	-----	5-Page Paper is DUE

PLEASE NOTE: This is a general framework. Learning activities, readings, and videos are subject to change. Furthermore, this course may also use the flipped classroom concept where readings and videos are to be read and previewed prior to each class.

MATERIALS

Links to weekly readings, videos, and other learning resources required for this course will be provided to students in the detailed course syllabus (see below), via email, or online via www.christineyoungusband.com/resources or UNBC Blackboard. Please note that readings are not limited to those that are listed below. Students and/or instructor may share additional content or resources to contribute to or supplement the course syllabus.

WEEKLY READINGS (WEDNESDAYS):

W	D	Topic	Link
2	Sept 12	What is Curriculum?	http://infed.org/mobi/curriculum-theory-and-practice/
3	Sept 19	Heart of a Teacher	https://biochem.wisc.edu/sites/default/files/labs/attie/publications/Heart_of_a_Teacher.pdf
4	Sept 26	BC's New Curriculum/BCED Plan	https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/bcedplan/bcs_education_plan.pdf http://www.cultureguard.com/wp-content/uploads/2018/06/OIC_128089-1-in-effect.pdf
5	Oct 3	21 st Century Learning	http://zhaolearning.com/2015/04/06/a-world-at-risk-an-imperative-for-a-paradigm-shift-to-cultivate-21st-century-learners1/
6	Oct 10	Competency Based Learning	http://www.medbev.umontreal.ca/GTEA/Competency-Based%20Learning%20Models.pdf
7	Oct 17	Problem Based Learning	http://www.ross.mayfirst.org/files/savery-duffy-problem-based-learning.pdf
8	Oct 24	Case Against Grades	https://www.alfiekohn.org/article/case-grades/
9	Oct 31	Assessment for Learning	https://www.oecd.org/site/educeri21st/40600533.pdf

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10	No v 7	First People's Principles of Learning	https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf
11	No v 14	Place Based Learning	http://journals.sagepub.com/doi/pdf/10.1177/003172170208300806 UNBC Journal Upload

WEEKLY VIDEOS (THURSDAYS):

Week	Dates	Topic	Link
1	Sept 6	Do Schools Kill Creativity	https://www.youtube.com/watch?v=iG9CE55wbtY&t=136s
2	Sept 13	Under the Table	https://www.youtube.com/watch?v=AGptAXTV7m0&t=3s
3	Sept 20	The Power of Geek	https://www.youtube.com/watch?v=30TKxHoNS7s&t=246s
4	Sept 27	BCEd Plan	https://www2.gov.bc.ca/gov/content/education-training/k-12/support/bcs-education-plan
5	Oct 4	Every Child is a Rudolph	https://www.youtube.com/watch?v=XKW_r_OCdVEs
6	Oct 11	Math Teaching	https://www.youtube.com/watch?v=ytVneQUA5-c
7	Oct 18	Student Driven Learning	https://www.youtube.com/watch?v=3fMC-z7K0r4&t=2s
8	Oct 25	Puzzle of Motivation	https://www.youtube.com/watch?v=rrkrvAUbU9Y
9	Nov 1	Grit	https://www.youtube.com/watch?v=H14bBuluwB8
10	Nov 8	Truth and Reconciliation	https://www.youtube.com/watch?v=L-KcMefnqUs
11	Nov 15	Start with Strengths	https://www.youtube.com/watch?v=MtduVS9BSxw