



Fall 2019 – EDUC 360 (4) – Detailed Syllabus  
**Curriculum and Instruction: Introduction (SY)**

## OVERVIEW

Course Times: Wednesdays, 10:30 am to 12:20 pm  
Fridays, 10:30 am to 12:20 pm

Course Start Date: Friday, September 6, 2019  
Course End Date: Friday, December 6, 2019

Orientation: September 3 & 4, 2019  
Education Fair: Monday, December 9, 2019

Course Location: Room 10-4044

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Instructor: Dr. Christine Younghusband  
Email: [younghusb@unbc.ca](mailto:younghusb@unbc.ca)

Office Phone: 250-960-6313  
Office Location: Room 10-4048

Office Hours: Tuesdays and Wednesdays at 12:30 pm to 1:00 pm  
Drop in times available when office door is open.

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## 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:**

This course will explore, investigate, and experience aspects of BC's New Curriculum with respect to *Curriculum and Instruction* in the 21<sup>st</sup> Century. Topics include but not limited to formative assessment, student-centered learning, competency-based learning, personalized learning, Indigenous Education, and First Peoples Principles of Learning.

Students will be introduced to the UNBC Lesson Template, components of BC's New Curriculum, FNESC Teacher Resource Guides, assessment and evaluation, and Universal Design for Learning (UDL). Students will consider different variables that influence pedagogy, values, and approach to curriculum and instruction. Students will reflect on readings and past experiences to imagine what kind of teacher they would like to be.

Student will take a critical look at themselves, the curriculum and current mindset, and develop a philosophy of teaching. Participation, attendance, and group work are essential parts of this course. Readings will be assigned and provided by the course instructor.

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### **Course-Level Educational Goals**

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

- Create a personal teaching philosophy based on readings, videos, and discussions
- Utilize BC's New Curriculum and FNESC TRGs as a framework for instruction
- Co-create and co-design a lesson plan that uses all parts of the UNBC template
- Design (or evaluate) a learning activity that focuses on Student Self-Assessment, Communicating Student Learning, and the Core Competencies (BC Curriculum)
- Integrate and embed Indigenous content and competencies into lesson planning

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>

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### **GRADING**

The final grade is based on holistic grading and co-constructed single point rubrics. The course will not follow a "traditional grading" system. The primary focus is on learning.

Although each activity below could be valued at 20% each, all activities have equal value and importance to the development of understanding self, curriculum, and instruction.

Please review the descriptors below attached to each letter grade to self-assess your performance, progress, and quality of product. Completion of all activities are expected.

- Participation and Group Discussion (formative)
- Reading Summary and Presentation (formative)
- Reading and Video Annotations (formative)
- Weekly Journal Reflection and Exit Slips (formative)
- IGNITE Presentation (summative)

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

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## **LEARNING ACTIVITIES:**

### **Participation and Group Discussion**

Students will engage in different learning activities and group/class discussion during class. Attendance, participation, and collaboration to co-construct ideas are expected. Learning is socially constructed, and students will sense-make collectively and collaboratively. A single point rubric will be co-developed that focuses on the Core Competencies based on BC's New Curriculum to use to self-assess and peer assess.

### **Reading Summary and Presentation**

The readings are divided amongst students in class. Each reading will be summarized (e.g. more than the annotation) to deepen thinking for the presenters, but also the class. Students assigned to summarize will present their summary to the class and create a "short lesson" or presentation to engage the class in conversation and dialogue. Questions are posed to the class to consider. This activity can be done individually or in pairs.

### **Reading and Video Annotations**

Students will write a 100-word annotation of each reading and video viewed during the course. The annotation is a brief summary of the work, personal commentary, and questions. Annotations will be accrued throughout the course and may be used and referred to in particular lessons. This is a form of note taking and highlighting some "aha" moments, BIG IDEAS, or questions/curiosities for future inquiry.

### **Weekly Journal Reflection and Exit Slips**

At the end of each week, students will be asked three questions to reflect on what was learned in this course (and possibly connect with content from other classes):

- (1) What did you learn?
- (2) Why is this important?
- (3) What will you do (or need to do) next?

The Journal Reflection is completed and collected by the student. Exit slips may also be asked to submit to the instructor. These are also reflective in nature and used formatively.

### **IGNITE Presentation**

This is a summative activity. Students are asked to review their annotated notes from their readings and videos, review their weekly journal reflections and exit slips, and think about past discussions and learning activities to summarize what they understand about curriculum and instruction. This is not a summary of the course, but an emphasis of what resonated with the learner, what's important, and how it influences them as an educator.

An IGNITE is a *Pecha Kucha* style presentation of 20 PowerPoint slides in 5-minutes. In the end, the Ignite Presentation is a demonstration of learning and students will develop a *Teaching Philosophy*. Here is a YouTube video on how to do an IGNITE presentation: <https://www.youtube.com/watch?v=rRa1IPkBFbg> There are other presentations online. We will be asking for volunteers to present their IGNITE on December 9<sup>th</sup> at EduFair.

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## Grade Distribution for Bachelor of Education Program at UNBC

Grade	Description
A+	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	
A-	
B+	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	
B-	
C+	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	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.

*\*All students must receive a "pass" (C+ or better) to obtain credit for this course.*

### **ACCOMODATIONS:**

Students with diverse learning styles and needs are welcome in this course. If you have a disability or health condition that may require accommodations, please feel free to approach me and/or the UNBC Access Resource Centre (ARC) as soon as possible. ARC staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations to assist you in achieving your academic goals. ARC is located in the Teaching & Learning Building in Room 10-1048. More information regarding registration can be found at [www.unbc.ca/access-resource-centre](http://www.unbc.ca/access-resource-centre). They can also be reached by telephone at 250-960-5682 or email at [arc@unbc.ca](mailto:arc@unbc.ca).

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### **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.

## RUBRICS

### GRADING SCALE FOR WRITING (and IGNITE PRESENTATION):

<b>Exceptional or Excellence Performance:</b> 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.	A+
	A
	A-
<b>Very Good Performance:</b> 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)	B+
<b>Good Performance:</b> 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	B
	B-
<b>Satisfactory Performances to Minimal Standards:</b> 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	C+
	C
<b>Marginal Performance</b>	C-
	D
<b>Fail (Unsatisfactory Performance)</b>	F

### SINGLE POINT RUBRICS:

Students will co-develop and use single point rubrics to peer- and self-assess different learning activities in this course. Here are two links for a quick reference and rationale:

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

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

### LATE ASSIGNMENTS:

Late assignments will not be accepted. It is expected that students are up to date on all learning activities in this course, participating at all times, and attending full-time. The IGNITE presentation is the “last assignment” for this course. Attendance and participation in Edu-Fair are also expected. “Flex times” are embedded in the course.

Students will be assessed and evaluated within the bookends of this course (see above for start and end dates). Contact the instructor at [younghusb@unbc.ca](mailto:younghusb@unbc.ca) if you are unable to participate or attend class, or meet expectations as outlined in each learning activity.

## RUBRIC FOR JOURNAL REFLECTIONS USING EXEMPLARS:

<b>EMERGENT</b>	"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."
<b>DEVELOPING</b>	"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."
<b>PROFICIENT</b>	"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."
<b>EXTENDING</b>	"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."

The instructor will also be blogging weekly about her teaching and learning at UNBC. "The Reflective Practitioner: How Professionals Think In Action" (Schon, 1983). You can read or follow her edu-blog at [www.christineyoungusband.com/blog](http://www.christineyoungusband.com/blog)

## 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](http://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.

## RECOMMENDED READING

Dumont, H., Istance, D., & Benavides, F. (Eds.) (2010), *The Nature of Learning: Using Research to Inspire Practice*. Educational Research and Innovation. Paris, France: OECD Publishing. <https://doi.org/10.1787/9789264086487-en>.

## COURSE FRAMEWORK

Week	Dates	Wednesdays	Fridays
1	Sept. 6	N/A	Course Syllabus Review
2	Sept. 11 & 13	Reading Week 2	Video Week 2
3	Sept. 18 & 20	Reading Week 3	Video Week 3
4	Sept. 25 & 27	Reading Week 4	Video Week 4
5	Oct. 2 & 4	Reading Week 5	Video Week 5
6	Oct. 9 & 11	Reading Week 6	Video Week 6
7	Oct. 16 & 18	Reading Week 7	Video Week 7
8	Oct. 23 & 25	<b>First Peoples Principles of Learning (FPPL)</b>	<b>Provincial Pro-D Day</b>
9	Oct. 30 & Nov 1	Reading Week 9	Video Week 9
10	Nov. 6 & 8	Reading Week 10	Video Week 10
11	Nov. 13 & 15	Reading Week 11	Video Week 11
12	Nov. 20 & 22	Reading Week 12	Video Week 12
13	Nov. 27 & 29	<b>Lesson Planning</b>	<b>IGNITE Preparation Day</b>
14	Dec. 4 & 6	Summarize Our Learning	IGNITE Presentations

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.

### WEEKLY READINGS (WEDNESDAYS):

Week	Title/Topic
2	<a href="#">The Heart of a Teacher – Identity and Integrity in Teaching</a>
3	<a href="#">A World at Risk: An Imperative for a Paradigm Shift to Cultivate 21<sup>st</sup> Century Learners</a>
4	<a href="#">The Nature of Learning: How can the learning sciences inform the design of 21<sup>st</sup> century learning environments?</a>
5	<a href="#">What is curriculum? Exploring Theory and Practice</a>
6	<a href="#">What is pedagogy?</a>
7	<a href="#">What is Place-Based Learning and Why Does it Matter?</a>
8	<a href="#">A Journey of Discovery, Truth and Reconciliation</a> (Cecelia Reekie)
9	<a href="#">The Case Against Grades</a>
10	<a href="#">The role of formative assessment in effective learning environments</a>
11	<a href="#">Universal Design for Learning: Meeting the Needs of All Students</a>
12	<a href="#">Problem Based Learning: An Instructional Model and its Constructivist Framework</a>

## WEEKLY VIDEOS (FRIDAYS):

Week	Title/Topic
1	<a href="#">Daring Classrooms</a> (Brene Brown)* - warning: some swearing
2	<a href="#">How to Escape Education's Death Valley</a> (Sir Ken Robinson)
3	<a href="#">Teach Students to Invent Jobs</a> (Yong Zhao)
4	<a href="#">Under the Table – The Importance of Presuming Competence</a> (Shelley Moore)
5	<a href="#">Want to Bring the Best Out of People? Start With Strengths</a> (Chris Wejr)
6	<a href="#">Harnessing the Power of Geek in the Classroom</a> (Ryan Radford)
7	<a href="#">The Power of Student Driven Learning</a> (Shelley Wright)
8	<b>Provincial Professional Development Day</b>
9	<a href="#">The Puzzle of Motivation</a> (Daniel Pink)
10	<a href="#">Grit: the Power of Passion and Perseverance</a> (Angela Lee Duckworth)
11	<a href="#">My Journey as a Proud Father of a Transgendered Son</a> (Brad Dirks)
12	<a href="#">Five Principles of Extraordinary Math Teaching</a> (Dan Finkel)

## OTHER USEFUL LINKS:

[BC's New Curriculum](#)

[Statement of Education Policy Order \(Mandate for the School System\)](#)

[Standards for BC Educators](#)

[First Peoples Principles of Learning \(blog\)](#)

[First Peoples Principles of Learning \(poster\)](#)

[Learning First Peoples \(FNESC Teacher Resource Guides\)](#)

[SOGI 123 – British Columbia - Website](#)

[The Future of Education and Skills – Education 2030](#)

[Aboriginal Worldviews and Perspectives in the Classroom](#)

[Inclusion BC](#)

[ImaginED – Walking Curriculum](#)

[Place-Based Environmental Education: A Fieldhouse Feasibility Study](#)

[5 Stages in the Design Thinking Process](#)

[Every Kid Needs a Champion](#) (Rita Pierson)

[A Brighter Future Through Indigenous Prosperity](#) (Gabrielle Scrimshaw)

[Developing a Growth Mindset](#) (Carol Dweck)

[Five Moore Minutes – Inclusive Education](#) (Shelley Moore)

[BlogSomeMoore – Teaching and Empowering All Students](#)

[Environmental Learning – BC Ministry of Education](#)

[Inclusive Education – BC Ministry of Education](#)

[Teaching for Diversity and Social Justice Throughout the K-12 Curriculum](#)

[The Courage to be Creative – An Interview with Dr. Yong Zhao](#)

[The Future of Education and Skills – Education 2030 - OECD](#)

[Assessment for Learning – Formative Assessment - OECD](#)

[A Brave New World – Technology and Education - OECD](#)

[Constructivism Learning Theory: A Paradigm for Teaching and Learning](#)

[Collective Teacher Efficacy \(CTE\) according to John Hattie](#)

[Universal Design for Learning \(UDL\): A Content Analysis of Peer Reviewed...](#)