

UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

School of Education

Fall 2020 – EDUC 394 (3) – Course Outline Pedagogy, Curriculum, and Teaching – Theory in Context

I would like to acknowledge that I am on the unceded traditional territory of the shishálh Nation where I gratefully and humbly live, learn, and teach online with you.

I would also like to acknowledge the land on which we gather is the traditional unceded territory of the Lheidli T'enneh from which I live and work at UNBC.

OVERVIEW

Course Times:	Fridays, 11:30 am to 2:20 pm
Course Location:	(Due to COVID) Synchronous on Zoom and Blackboard; Asynchronous on Blackboard (LMS) and Office 365.
Cohorts:	Elementary – Prince George (Renewed Program) Secondary – Prince George (Renewed Program)
BEd Orientation:	September 8 and 9, 2020
EDUC 405/446 Orientation:	September 10 and 11, 2020
Course Begins:	Wednesday, September 16, 2020 (Week 2)
Course Ends:	Friday, December 4, 2020
Education Fair:	Monday, December 7, 2020
Fall Term Ends:	Monday, December 21, 2020

Instructor: Dr. Christine Ho Younghusband
Email: Christine.HoYounghusband@unbc.ca

Office Phone: 250-960-6313 (Prince George)
Office Location: Room 10-4048 (Prince George)

Office Hours: Email the instructor to set up a Zoom appointment.

DESCRIPTION

Calendar Description:

This course provides teacher candidates with an introduction to and development of a skill set to fluently engage with BC's curriculum. Teacher candidates develop an understanding of curriculum content and competency integration, and of the importance of differentiated instruction that enables student success. Teacher candidates also integrate the cycle of assessment and evaluation to inform instruction with ways to keep students at the center of the learning. Finally, teacher candidates examine the role of teachers as researchers, learners and leaders of learning.

Course Objectives:

- understand how to effectively engage with the many parts of BC's curriculum
- utilize differentiated curriculum and instruction that meet the individual learning styles of all students in the classroom
- develop a progression of literacy skills for reading, writing, numeracy and technologies instruction
- develop ways to assess, diagnose and remediate teaching and learning
- begin to form an understanding of assessment in relationship to specific literacies
- be familiarized with Policies, Procedures, Guidelines and Teaching Standards and considering these when providing instruction and assessing students' progress
- integrate theories regarding Human Development and Learning into their Professional Practice
- understand theory and application for progression of skills

Content:

- Overview of BC curriculum
- Understanding of curricular integration
- Progression of skills and abilities, especially in Numeracy and Literacy
- Development of student perspectives, understanding differentiation
- Assessment and evaluation
- Teacher as researcher, learner, and leader
- Practical approaches to development, evaluation, and curriculum

Course Details:

This course will explore, investigate, and experience aspects of BC's Curriculum (2020) with respect to *Pedagogy, Curriculum, and Teaching – Theory in Context*. Topics include but not limited to the OECD Principles of Learning, the Educated Citizen, Core Competencies, BC's Curriculum, Competency Based Learning, Personalized Learning, Differentiated Instruction, formative and summative assessment, human development, learning progressions in numeracy and literacy, performance standards, provincial assessments, First Peoples Principles of Learning, Place-Based Learning, Universal Design for Learning, FNESC teacher resources, practical strategies to teaching and learning, the Professional Standards, and self as teacher, leader, learner, researcher.

Course-Level Educational Goals

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

- Understand BC's Curriculum and initiate planning for learning in K-12.
 - Use strategies to differentiate learning, assess students, and inform instruction.
 - Understand the use and intentions of formative and summative assessments.
 - Connect learning progressions to human development theories and curriculum.
 - Integrate First Peoples Principles of Learning with curriculum and planning.
 - Co-create a lesson/unit plan using UNBC templates and BC's Curriculum.
 - Understand your role of as a teacher, learner, leader, and researcher.
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GRADING

Courses in the Renewed BEd Program are graded in a **Pass/Fail** framework. A passing grade in the UNBC Teacher Education Program is equivalent to a **B+ or 77%**. This is a minimum expectation. The teacher candidate must pass all courses in the term to move onto the next term in the program. Otherwise, the teacher candidate will be asked to leave the program. Teacher candidates will be provided with ongoing formative feedback and participate in multiple formative assessments to ensure that they have an opportunity to understand the quality of work that is expected and a fair chance to meet expectations before the end of the term. Expectations are high in the UNBC School of Education.

Attendance and participation are required. Teacher candidates are encouraged to inquire and ask questions with peers and the instructor when needed to ensure success.

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

All teacher candidates must learn and demonstrate a deep understanding of the *Professional Standards of BC Educators* set by the BC Ministry of Education: <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators>

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. They can also be reached by telephone at 250-960-5682 or email at arc@unbc.ca.

DESCRIPTORS WITH TRADITIONAL GRADING RUBRIC

<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>	A+
	A
	A-
<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>	B+
<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>	B
	B-
<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>	C+
	C
<p>Marginal Performance</p>	C-
	D
<p>Fail (Unsatisfactory Performance)</p>	F

Four Point Provincial Proficiency Scale - HOLISTIC RUBRIC


<p>Proficiency Scale</p>				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Image From: <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/student-reporting-policy-pilot-handbook.pdf>

Single Point Rubrics – CRITERIA BASED (SELF) ASSESSMENT

Breakfast in Bed

Areas for Improvement	Criteria <i>Standards for This Performance</i>	Evidence of Exceeding Standards
	Food: All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	
	Presentation: Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	
	Comfort: Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	

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

Other links to learn more about the SINGLE POINT RUBRIC:

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

<https://pernillesripp.com/2019/02/24/using-the-single-point-rubric-for-better-assessment-conversations/>

<https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1004&context=tedefacpub>

*Note: the Single Point Rubric a self-assessment tool used for EDUC 490 and EDUC 491 practicums to assess one's progress with the *Professional Standards for BC Educators*.

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.

LEARNING ACTIVITIES

All learning activities must be completed at a proficient level to pass the course.

Participation and Group Discussions - SYNCHRONOUS

Video conferencing of this course will be held during the course times. Sessions may be teacher led or student led. Participation is expected. Students can participate in different ways in remote learning. Group discussions are synchronous learning activities. If you are unable to attend, sessions will be recorded, and participation will be asynchronous.

Assigned Readings and Videos - ASYNCHRONOUS

Required readings and watching videos will be completed asynchronously. This approach models the flipped classroom, where you read or watch the video first then discuss the contents of the reading or video synchronously as a class to sense-make and deepen one's understanding. Readings and videos may also be followed up by a journal or inquiry.

Learning Progressions Activity – SYNCHRONOUS/ASYNCHRONOUS

Teacher Candidates will investigate learning progressions in numeracy and literacy as they relate to BC's Curriculum. Provincial assessments, performance standards, human development, and continuous views of BC's Curriculum will be taken into consideration. The goal is to identify appropriate resources and learning activities for the age group.

Lesson Plan / Unit Plan Design - SYNCHRONOUS/ASYNCHRONOUS

In groups of 2-3 Teacher Candidates will use BC's Curriculum to co-design a lesson or mini-unit plan for a particular grade level and subject area. Differentiated instruction, assessment and evaluation, First Peoples Principles of Learning, Core Competencies, and competency-based and interdisciplinary learning will be considered in this assignment.

Local and Provincial Learning Resources – ASYNCHRONOUS

Teacher Candidates will explore learning resources from SD57 Learning Innovations:
<https://www.sd57curriculumhub.com/instruction>

First Nations Education Steering Committee (FNESC) Teacher Resource Guides:

<http://www.fnesc.ca/learningfirstpeoples/>

And UNBC, the 1918 Influenza Epidemic in Prince George - Learning Resource:

https://libguides.unbc.ca/1918_flu_epidemic/prince_george

A Metaphor to Describe Teaching and Learning - SYNCHRONOUS – EDUC 405

Teacher candidates will examine self as a teacher what it means to be to be a researcher, learner, and leader of learning. In addition to learning about curriculum, differentiation, professional standards, First Peoples Principles of Learning, and assessment, teacher candidates will also consider Parker Palmer's *Heart of a Teacher: Identity and Integrity in Teaching*: <http://www.couragerenewal.org/parker/writings/heart-of-a-teacher/>
This will be ongoing where candidates define their perceptions, beliefs, and experiences of teaching and learning using a metaphor at the beginning and end of this course. The metaphor may be revisited throughout the Teacher Education Program in EDUC 405.

IGNITE Presentation – ASYNCHRONOUS – YOUTUBE RECORDING

This is a summative activity. Teacher Candidates will summarize their learning from EDUC 394 in an IGNITE presentation. An IGNITE is a *Pecha Kucha* style presentation of 20 PowerPoint slides in 5-minutes. Due to COVID-19 and remote learning, Teacher Candidates will record their presentation using YouTube instead of a live presentation. The metaphor for teaching/learning, content from other courses, and content from this course will be included in this summative presentation. A final PROVOCATION will be stated at the end of the presentation, which will guide one's learning throughout the program. This provocation will be included in your EDUC 405 inquiry and e-Portfolio.

Here is a YouTube video on how to do an IGNITE presentation:

<https://www.youtube.com/watch?v=rRa1IPkBFbg>

IGNITE presentations can be shared on December 7, 2020 at EduFair 2020.

Interwoven Courses: EDUC 405 and EDUC 446

Assessments and learning activities for this course may be integrated with EDUC 405 and EDUC 446, and co-constructed with other EDUC courses offered during this term.

INTEGRATED EXPERIENCES AND ASSIGNMENTS

Topics and content are interrelated between and interconnected to courses within the UNBC School of Education. Topics may repeat each other but taken from a different point of view depending on the context and learning intentions of the course.

For BLOCK 1 courses (i.e. EDUC 346, EDUC 390, EDUC 393, EDUC 394), instructors are collaborating with one another and with EDUC 405 and EDUC 446 instructors to create a cohesive 16-month teacher education program. Therefore, reflective journals, assignments, and learning opportunities may be collaborative and interdisciplinary.

Course outlines for those stated above over the period of the term to be responsive to the learner, to be collaborative as educators, and to provide meaningful learning experiences. Please be reflexive, reflective, and adaptive to emergent learning times and experiences.

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.

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 if you are unable to participate or attend class, or meet expectations as outlined in each learning activity.

Copyright notice:

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If the copy is used for the purpose of review, criticism, or news reporting the source and the name of the author must be mentioned. The use of each copy for any other purpose may require the permission of the copyright owner. Each copy should be deleted/discarded at the end of the course and/or research project.

*Licensed resources can be found electronically in library databases and are subject to the terms and conditions of the license (found on the database or journal record in the library catalogue).

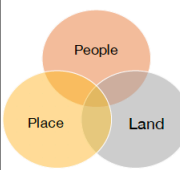
- o <http://admin.video.ubc.ca/tiny/wz0af> (Blackboard link)
- o <https://libguides.unbc.ca/copyright/student-resources> (video at top of page)
- o <https://youtu.be/G6QsR8-NBM0> (YouTube link)

MATERIALS

Links to weekly readings, videos, and other learning resources required for this course will be provided on UNBC Blackboard. Synchronous meeting times for this course will be held on Collaborate Ultra on Blackboard. Meetings and other learning opportunities may be held on UNBC Zoom or UNBC Office 365. Due to COVID-19, remote learning may also include other online applications such as Google Docs, Padlet, and Twitter.

BEd Renewal: Five Blocks over Four Continuous Semesters					
	Semester One Block One: Fall (Sep to Dec)	Semester Two Block Two: Winter (Jan to Apr)	Semester Three Block Three: Spring (May to Jun)	Semester Three Block Four: Summer (Jul to Aug)	Semester Four Block Five: Fall (Sep to Dec)
Interwoven	Introduction 405 Reflective Practice through Inquiry and ePortfolio 446 Aboriginal and Indigenous Education	On-going →	On-going →	On-going →	405-3 Reflective Practice through Inquiry and ePortfolio 446-3 Aboriginal and Indigenous Education
Full Cohort	346-3 Intro to Aboriginal and Indigenous Education 393-3 Foundations 394-3 Theory in Context	421-3 Assessment and Motivation	336-3 Inclusive Education	401-3 Career Education 402-3 Diverse Classrooms 403-3 Mental Health and Wellness	
Dr	N/A	397-3 C & I: K-7 Humanities using ADST 398-3 C & I: K-7 Math & Science using ADST	400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy, and Numeracy	351-3 C & I: Second Language	N/A
SY	N/A	399-3 Integrating ADST as a Pedagogical Stance	N/A	441-3 Innovative Community-Based Approaches to Responsive Education	N/A
SY- H	N/A	361-3 C & I: Secondary Humanities (3/9)	361-6 C & I: Secondary Humanities (6/9)	N/A	N/A
SY- M & S	N/A	372-3 C & I: Math & Science (3/9)	372-6 C & I: Math & Science (6/9)	N/A	N/A
Practicum: Course Work	390-3 Observational 13 weeks UNBC Classroom: Course Instructor	391-3 Experiential: 10 weeks UNBC Classroom: Course Instructor	400-3 Formative Practicum 9 weeks UNBC Classroom: Course Instructor	N/A	491-6 Summative Practicum 3 weeks UNBC Classroom: Course Instructor
Practicum Schools and K-12 Classrooms	Concurrent with Course Work 10 weeks School Observations Faculty Mentor Principals	Concurrent with Course Work 6 weeks Classroom Observational Faculty Mentor In K-12 Schools and Classrooms 3 weeks Experiential Faculty Mentor Coaching Teacher	Concurrent with Course Work 6 weeks Classroom Observational Faculty Mentor In K-12 Schools and Classrooms 4 weeks Formative Faculty Mentor Coaching Teacher Practice Evaluator	N/A	In K-12 Schools and Classrooms 10 weeks Summative Faculty Mentor Coaching Teacher Practice Evaluator

Signature Pedagogy



Acronyms

ADST: Applied Design, Skills and Technologies (BC K-12 Curriculum)

C & I: Curriculum & Instruction

EY: Elementary Years (K-7)

SY: Secondary Years (8-12)

SY-H: Secondary Years - Humanities and Social Sciences

SY-M & S: Secondary Years - Mathematics and Sciences

COURSE FRAMEWORK

Week	Date	Topic/Theme
1	September 11	<i>EDUC 405 / EDUC 446 Course Introduction</i>
2	September 18	Course Syllabus and Metaphor: Pre-Assessment First Peoples Principles of Learning (FPPL)
3	September 25	<i>Indigenous Day of Learning (SD57 Inservice)</i>
4	October 2	Heart of a Teacher Paradigm Shift & OECD Principles of Learning
5	October 9	What is curriculum? BC's Curriculum and the Educated Citizen
6	October 16	What is assessment? Formative and Summative Assessment
7	October 23	<i>Provincial Pro-D Day; C2C and Super Conference</i>
8	October 30	Human Development Learning Progressions (literacy and numeracy)
9	November 6	Differentiated Instruction Universal Design for Learning (UDL)
10	November 13	Learning Resources BC Performance Standards & BC Provincial Assessments
11	November 20	What is pedagogy? Co-lesson planning using BC's Curriculum
12	November 27	<i>SD91 – Professional Development Day (digital)</i>
13	December 4	What is teaching? Professional Standards and Metaphor: Post-Assessment
14	Monday, December 7, 2020 - EduFAIR 2020	
Fall 2020 Term ends December 21, 2020		

Note: topics and times may change without notice. Please check Blackboard for changes.