# UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

# School of Education

**Fall 2020 to Fall 2021 – EDUC 405 (3)**
**Course Outline – Interwoven Course (5-blocks)**
**Reflective Practice Through Inquiry and ePortfolio**

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*I would like to acknowledge that I am on the unceded traditional territory of the shíshálh*
*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.*

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## OVERVIEW

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| Course Times: | Interwoven Course (5-blocks) |
| Course Location: | Online; Remote Learning. Using WordPress and Twitter. |
| | Synchronous on Zoom; Asynchronous on Blackboard (LMS) |
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| Cohorts: | Elementary – Prince George (Renewed Program) |
| | Secondary – Prince George (Renewed Program) |
| | |
| Course Start Date: | September 10 and 11, 2020 (introduction to EDUC 405 and 446) |
| Course End Date: | December 17, 2021 (approximate date due to practicum) |
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| BED Orientation: | September 8 and 9, 2020 |
| BED Education Fair: | December 7, 2020 |
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| BED Celebration of Learning: | April 12, 2021 (EDUC 491 – Current Program) |
| EDUC 490 Practicum: | May 17 to June 11, 2021 (Renewed Program) |

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| Instructor: | Dr. Christine Ho Younghusband |
| Email: | younghusb@unbc.ca |
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| Office Phone: | 250-960-6313 |
| Office Location: | Room 10-4048 (Prince George Campus) |
| Twitter: | @ChristineYH |
| | |
| Office Hours: | Email the instructor to book an online Zoom appointment |

# DESCRIPTION

**Calendar Description:**
This course provides teacher candidates with an introduction to, and early development of, a skill set to sustain an e-Portfolio that records transformative inquiry over the journey of becoming a reflective practitioner. Teacher candidates focus on introspection and have the opportunity to examine their emerging personal and professional identity as they engage in continuous learning that is focused on their transformation from student to educator. Teacher candidates examine a number of digital tools that allow them to self-assess and document their growth and develop an understanding of current digital literacies to help communicate student learning to parents.

**Course Objectives:**
- develop both inquiry for self as a learner and inquiry for students as a learning strategy
- use portfolios for reflective practice to engage in ongoing reflection and self-assessment
- understand educational and pedagogical content as the foundation to meet the Professional Standards for BC Educators https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards.pdf
- understand of a variety of digital tools to enable self and student assessment
- deepen pedagogical strategies to create student motivation and engagement

**Content:**
- Introduction to e-Portfolio and Inquiry
- Reflection – Reflective practitioner
- Transformative inquiry
- Identity – from student to educator
- Evidence informed practice
- Continuous learning/professional and personal growth
- Portfolio – what, why and how
- Digital tools – what, why and how
- Digital documents (Reggio inspired practice)
- Digital literacy
- Digital citizenship digital assessment tools in the classroom (i.e., FreshGrade, etc.)
- Competency with digital tools/appropriate technologies

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**Course Details:**
This course will consider transformative inquiry, development of one's identity, and use to technology as learner and educator. We will be using Wordpress as our platform to document our learning journey over time within the UNBC Teacher Education Program as an e-Portfolio in addition to platforms such as Twitter, Blackboard, and Zoom to develop our understanding of digital literacy, digital citizenship, and digital footprints. We will also consider other digital platforms for assessment and tools for learning.

EDUC 405 is a course that is threaded throughout your Teacher Education Program at UNBC. It is an opportunity to develop your identity and integrity over time to become as a reflective practitioner and lifelong learner throughout your teaching career. This course is ongoing for you to reflect, synthesize, express, learn, explore, wonder, and discover. We do not have a regular scheduled time during the program, thus will offer times during practicum (when Teacher Candidates are not in K-12 schools), asynchronously online, synchronously online, integrate into other courses, or work done asynchronously offline.

**Course-Level Educational Goals**
By the end of the course, students will be able to:
- Create and curate a professional e-Portfolio using the Professional Standards
- Develop an understanding of digital literacy and digital citizenship
- Create a digital footprint using WordPress, Twitter, and other EdTech tools
- Understand the importance of transformative inquiry and other inquiry practices
- Become a reflective practitioner and develop one's identity as learner & educator
- Use different EdTech applications, online and offline to enhance student learning
- Apply and model digital citizenship and digital literacy as learner and educator
- Develop strategies for reflection, motivation, and inquiry for learners and peers

# 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. EDUC 405 is an interwoven course over 5-terms. Learning activities assigned must be completed within the term assigned before proceeding.

Teacher candidates will be provided with ongoing formative feedback and participate in multiple formative assessments to meet expectations and achieve high quality work. **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.*

**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.

**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.

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

**Copyright notice:**
Copyrighted items provided to you are normally licensed* through the library. Where not licensed, copies of materials (e.g. a PDF or WORD doc) in the course shell or distributed in class are made pursuant to the Fair Dealing Policy of the University of Northern British Columbia. Each copy may only be used for the purpose of research, private study, criticism, review, news reporting, education, satire, or parody.

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)

# DESCRIPTORS WITH TRADITIONAL GRADING RUBRIC

| | |
|---|---|
| **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. | A+ <br><br> A <br><br> A- |
| **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) | B+ |
| **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 | B <br><br> B- |
| **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 | C+ <br><br> C |
| **Marginal Performance** | C- <br><br> D |
| **Fail (Unsatisfactory Performance)** | F |

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## Single Point Rubrics – CRITERIA BASED (SELF) ASSESSMENT

### Breakfast in Bed

| Areas for Improvement | Criteria<br>*Standards for This Performance* | Evidence of Exceeding Standards |
|---|---|---|
| | **Food:**<br>All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference. | |
| | **Presentation:**<br>Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present. | |
| | **Comfort:**<br>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=tedfacpub

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

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*Four Point Provincial Proficiency Scale - HOLISTIC RUBRIC*

| Proficiency Scale | 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

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**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 |

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|---|---|
| | 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." |

## LEARNING ACTIVITIES:

Please note that learning activities may vary throughout the Teacher Education Program to be responsive and reflexive to your learning experience as a Teacher Candidate.

### Block 1 – Provocation or Inquiry Question

Teacher Candidates will create a provocation from their Block 1 Course Experience to guide their learning and e-Portfolio development as they proceed with the program. The provocation provides a lens for Teacher Candidates as a premise for their inquiry. This inquiry will be guided by Transformative Inquiry https://www.uvic.ca/education/inquiry/

### E-Portfolio Development (ongoing)

Teacher Candidates will create an e-Portfolio using WordPress from the UNBC Teacher Education Template from https://opened.ca/. Portfolios can remain private throughout the program and made accessible to the instructor, Triad Members, etc. The e-Portfolio is designed for and by Teacher Candidates to document their learning over time, highlight moments of celebration, and uncover moments of learning and sense-making.

### Readings and Responses (ongoing)

There will be readings assigned for EDUC 405 throughout the 5-blocks of Teacher Education at UNBC. Teacher Candidates are required to read and respond to these readings to support their understanding of inquiry, EdTech, and student motivation. The platform to acquire readings and respond to these readings will be Blackboard (LMS).

### Practicum and the Professional Standards

Practicum is the opportunity for Teacher Candidates to synthesize, demonstrate, and apply what was learned in coursework to develop a deep understanding what it means to be an educator, leader, and learner with respect to the *Professional Standards for BC Educators.* https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators The e-Portfolio is designed for Teacher Candidates to show how they have demonstrated the 9-standards during practicum and other teaching/learning experiences.

**Presentations and Guest Speakers**
There will be many guest speakers throughout your UNBC Teacher Education program. Some may occur in other courses, some for the program itself, and others for EDUC 405. Your attendance and participation are required as learning intentions may for EDUC 405, EDUC 446, or other courses offered within the program. The e-Portfolio is one avenue to document your learning and address the questions of *the what, so what,* and *now what?*

**Professional Development Opportunities**
Several professional development days may occur during the 5-blocks of the Teacher Education program and held within but not limited to SD57, SD91, other school districts, schools and community programs. Teacher Candidates are encouraged to attend these events with the permission and partnership with our educational and community partners. The learning and learning experiences can be documented and shared on your e-Portfolio.

**Blog Responses and Integration of Courses**
There are two distinct parts of the e-Portfolio: blog posts and blog pages. The blog posts are ongoing (formative) and blog pages are static (summative). The ultimate goal of the e-Portfolio is curate your professional identity as a learner, educator, and leader. Part of this curation is the integration and interrelationships between coursework, practicum, and other learning experiences that relate to teaching and learning in K-12 schools. Teacher Candidates are encouraged to use the blog of their e-Portfolio for self and other courses.

**Online Discussions and Group Work**
Sense-making and identity development are not isolated to self. Connection with the land, place, and people (i.e. peers, instructors, teachers in the field) help form one's identity as educator and learner but also create a professional learning community to share ideas, ask for help, or provide feedback to hone one's practice and pedagogy. Group work, Triads, and class discussions will be integral to EDUC 405 and other courses in the program. Your attendance, participation, and thoughtful contributions are expected throughout.

**Creating Digital Footprint and Twitter**
In addition to the e-Portfolio, Teacher Candidates are asked to create a professional Twitter account. We will discuss digital citizenship and digital literacy at this time, but also what it means to create a digital footprint as a learner and educator. Twitter is one platform where teachers gather to share ideas, share content, inspire, and ask questions. Teacher Candidates will create a Professional Learning Network (PLN) on Twitter.

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# MATERIALS

Readings, videos, and other learning resources required for this course will be provided on the UNBC Blackboard LMS. There is no required textbook for this course, however there will be required readings, presentations, and videos for EDUC 405. Material and learning resources will be provided via Blackboard, Twitter, email, or WordPress. Please note that learning materials are emergent. Teacher Candidates will need online access to Blackboard, Twitter, WordPress, email, and Zoom to participate and attend this course.

# COURSE FRAMEWORK

| Block/Term/Dates | Learning Intentions or Event |
|---|---|
| Block 1: Fall 2020 | What does it mean to be a reflective practitioner?<br>What am I passionate about?<br>What is transformative inquiry?<br>What is digital citizenship and digital literacy?<br>How do I create a WordPress Blog?<br>What is FOIPPA and how can I be compliant?<br>What is important to document?<br>What is a digital footprint and why is it important? |
| Block 2: Winter 2021 | Who am I as a learner?<br>What is important to learn and teach?<br>What e-tools can support student learning?<br>How can EdTech be used to assess student learning?<br>How do I Communicate Student Learning? |
| Block 3: Spring 2021 | What are the professional standards?<br>How am I demonstrating these professional standards?<br>How do I create a professional learning network? |
| Block 4: Summer 2021 | |
| Block 5: Fall 2021 | Who am I as an educator? |

*PLEASE NOTE: This is a general framework. Learning activities, readings, videos, presentations, professional development days, etc. are intermittent and subject to change.*

**BEd Renewal: Five Blocks over Four Continuous Semesters**

| | Semester One<br>Block One: Fall (Sep to Dec)<br>Observing \| Questioning \| Exploring | Semester Two<br>Block Two: Winter (Jan to Apr)<br>Questioning \| Exploring \| Focusing | Semester Three<br>Block Three: Spring (May to Jun)<br>Questioning \| Exploring \| Focusing | Semester Three<br>Block Four: Summer (Jul to Aug)<br>Questioning \| Exploring \| Focusing | Semester Four<br>Block Five: Fall (Sep to Dec)<br>Focusing \| Exploring \| Refocusing |
|---|---|---|---|---|---|
| Interwoven | Introduction<br>405 Reflective Practice through Inquiry and ePortfolio<br>446 Aboriginal and Indigenous Education | On-going → | On-going → | On-going → | 405-3 Reflective Practice through Inquiry and ePortfolio<br>446-3 Aboriginal and Indigenous Education |
| Full Cohort | 346-3 Intro to Aboriginal and Indigenous Education<br>393-3 Foundations<br>394-3 Theory in Context | 421-3 Assessment and Motivation | 336-3 Inclusive Education | 401-3 Career Education<br>402-3 Diverse Classrooms<br>403-3 Mental Health and Wellness | |
| EY | N/A | 397-3 C & I: K-7 Humanities using ADST<br>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<br>13 weeks UNBC Classroom:<br>Course Instructor | 391-3 Experiential:<br>10 weeks UNBC Classroom:<br>Course Instructor | 490-3 Formative Practicum<br>9 weeks UNBC Classroom:<br>Course Instructor | N/A | 491-6 Summative Practicum<br>3 weeks UNBC Classroom:<br>Course Instructor |
| Practicum Schools and K-12 Classrooms | Concurrent with Course Work<br>10 weeks School Observations<br>Faculty Mentor<br>Principals | Concurrent with Course Work<br>6 weeks Classroom Observational<br>Faculty Mentor<br><br>In K-12 Schools and Classrooms<br>3 weeks Experiential<br>Faculty Mentor<br>Coaching Teacher | Concurrent with Course Work<br>6 weeks Classroom Observational<br>Faculty Mentor<br><br>In K-12 Schools and Classrooms<br>4 weeks Formative<br>Faculty Mentor<br>Coaching Teacher<br>Practice Evaluator | N/A | In K-12 Schools and Classrooms<br>10 weeks Summative<br>Faculty Mentor<br>Coaching Teacher<br>Practice Evaluator |

**Signature Pedagogy**

People / Place / Land

**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