

# Course Syllabus for EDUC 430 - Virtual

<b>COURSE NAME</b> The Catholic School Teacher: Pre-Practicum Course and Experience	<b>TERM/YEAR:</b> Fall 2020 and Winter 2021
<b>CLASS SCHEDULE</b> Seminar: Every second Tuesday at 6:00 - 7:30 pm Starting on Tuesday, September 15, 2020 Experiential: Tuesdays from 9:00 am to 3:00pm (or during K-12 school hours, if applicable) *Classes held online synchronously via Collaborate Ultra and asynchronously on Canvas	
<b>INSTRUCTOR:</b> Dr. Christine Ho Younghusband	<b>CONTACT INFORMATION:</b> cyoungusband@stmarkscollege.ca
<b>OFFICE HOURS:</b> Contact Christine by email to arrange a time to meet online via Zoom.	

**COURSE DESCRIPTION:**

This course is designed for students who are interested in pursuing a career in teaching. Students will engage and participate in education related activities, reflect on self and role of a teacher, and observe classes to sense-make and consider the characteristics and qualities teachers possess. Students will be asked to connect synchronously online with the instructor and the class to discuss what was observed, ask questions for inquiry, and participate in professional learning activities outside of course time. Possible activities will be discussed further during the course.

The learning intention of EDUC 430 is to provide students with learning experiences in a K-12 classroom, teacher professional development learning experiences, and an evening seminar in the evening to discuss and sense-make what it means to be a teacher, an educator, and learner. With COVID-19, some of the learning experiences originally planned for this course will be adapted. For example, in school experiences at the secondary and elementary level will be suspended for the Fall 2020 session and replaced with synchronous and asynchronous learning activities.

Learning activities on the “full-Tuesdays” may include but not limited to guest speakers, teacher professional development, independent learning, and inquiry-based/place-based assignments. Returning back to K-12 classrooms for the Winter 2021 term as observer and participant as part of EDUC 430 will be revisited at the end of 2020. Decisions related to being in K-12 schools will be based on the safety of our students, safety protocols of K-12 schools, and the current status of COVID-19 in BC. In the meantime, EDUC 430 will be remain online remote learning.

Due to COVID-19, the implementation of EDUC 430 will not proceed in the 2020/2021 school year as it had in previous years at St. Mark’s College. Some considerations for the in school learning experiences may include but are not limited to visiting schools as a cohort of learners, observing classes virtually or in-person, or listening to teachers as guest speakers with a specific expertise to share. These discussions and considerations will continue throughout the year.

## **LEARNING OUTCOMES:**

Students will be able to:

- Identify what it means to be a learner.
- Describe the role and responsibilities of a teacher.
- Differentiate the difference between a teacher and educator.
- Participate in professional learning activities and find ways to contribute.
- Become a reflective practitioner and participate in Assessment AS Learning.
- Effectively observe teaching and learning in schools and classrooms.

## **REQUIRED TEXTS:**

Required readings, videos, and learning resources will be posted on Canvas.

Journal reflections, class discussions, and online assignments are also hosted in Canvas.

## **COURSE REQUIREMENTS:**

Students must be (at least) in their 4th year.

## **GRADE DISTRIBUTION:**

This course is evaluated on a Pass/Fail basis. Students are expected to attend and participate in all online classes, experiential learning days, and professional learning events and experiences as well as complete all required readings, journals, and assignments.

## **COURSE POLICIES**

It is the responsibility of every student to read and understand the College Policies. The College Policies on Academic Honesty, Academic and Exam Accommodations, Grading Practices, Student Conduct, Technology Usage and more can be found in the Undergraduate Student Handbook on the website: <http://stmarkscollege.ca/about-us/governance/policies/>.

## **ASSIGNMENTS**

### **Journals and Discussions on Canvas – ASYNCHRONOUS**

- Students will be asked to either respond to a reading, video, or learning experience as a journal reflection or discussion topic on Canvas. Responses need to be 100-300 words and focused on the framework of “*the what,*” *so what,* and *now what* in the context of teaching and learning. Topics will range from week to week and students are expected to do the pre-reading or previewing and journal responses or discussion before each class.

### **Learning Experiences on Full Tuesdays – SYNCHRONOUS**

- In light of COVID, learning experiences in K-12 classrooms are on hold for the fall and will be reassessed for the winter session. At this point in time, full-day Tuesdays from 9am to 3pm will be structured learning time, which may include guest speakers, facilitated synchronous/asynchronous learning activities, or video observations.
- There will be “ON” Tuesdays which are on the same weeks as seminars and “OFF” Tuesdays which are weeks without seminars. Seminars are held on alternating weeks. Some full-day Tuesdays maybe reassigned to a different day to accommodate learning events held on a different day, such as the provincial professional development day.
- Attendance and participation are required for full-Tuesday events. To be discussed further during class time. Journal reflections or class discussions will be required.

### **Professional Learning and Education Podcasts – SYNCHRONOUS/ASYNCHRONOUS**

- Students will attend and participate in at least two professional learning events:
  - BC Provincial Professional Development Day – choose an area of interest
  - EDvent, IGNITE, TEDx, or EdCamp – choose at least one event (if possible)
  - Participate in an education webinar series or online book club on education
  - Other education related events hosted by a university, author, or school.
- Students will listen to the “Teachers on Fire Podcast” starting with Episode 97 (Nina Pak Lui); Episode 100 (Tim Cavey); Episode 107 (Trevor MacKenzie); Episode 120 (Christine Ho Youngusband); and Episode 148 (Shannon Schinkel) – All BC Educators; Students will report back in a small group discussion or journal reflection about each podcast and what do they notice about the BC teacher experience and why it matters.
- Students will listen to other episodes of interest from the “Teachers on Fire Podcast.” Students will choose at least 3 different podcasts and report back to the class as a short presentation why they chose that topic, what did they learn, and why does it matter.
- Students will explore other education podcasts of interest and listen to at least 3 podcast episodes to share with the class what they have learned, how does this podcast differ from the Teachers on Fire Podcast, and why podcasts are useful for professional learning.

### **Twitter and Professional Learning Network (PLN) - ASYNCHRONOUS**

- Students will learn how to use Twitter as a professional learning tool. Using social media as a platform to learn more about education, teaching, and learning in addition to finding who to follow, how to be a digital citizen, and contribute to the online conversation.
- Students are encouraged to participate in at least one #bcdchat on Twitter as a “lurker” or “contributor.” Students will report back to the group on what they have learned, why was this information important to learn, and what would be their next step as an educator.

### **Learning Maps and Co-Lesson Planning – SYNCHRONOUS**

- Students will participate in an Appreciative Inquiry process where students learning about selves as a learner and how this would impact them as a future educator/teacher.
- Students will navigate through BC’s Curriculum and aspects that are expected to compliment the curriculum such as First Peoples Principles of Learning, formative assessment, competency based learning, and inclusive learning strategies to co-create a lesson plan that is suitable for elementary students and secondary students to develop an understanding of BC’s Curriculum, learning progressions, and the planning process.

### **Summative Journal Reflection - ASYNCHRONOUS**

- At the end of the Fall 2020 session and Winter 2021 session, students will write a summative learning journal on what they have learned, what they wonder about, and reassess what they know and understand about teaching and learning.
- The summative journal reflection will be approximately 300 -500 words on Canvas.

### **Observing and Participating in K-12 Classes – SYNCHRONOUS – TBD**

- Students will be updated on the status and implementation of this experiential component of EDUC 430. The course will be reflective, reflexive, and responsive to the K-12 school system, safety protocols, and the current status COVID-19 in BC. To be determined.

## GRADING

This course is based on a Pass/Fail framework. A “pass” is not considered 50% in this course, but more like a B+ or Proficient. Assignments, participation, and learning activities will be evaluated holistically using the Proficiency Scale from the BC Ministry of Education. Proficient is the minimum expectation for this course. The Single Point Rubric will be used for feedback and self-assessment based on clear criteria and expectations. The target of the learning intention of the single point rubric will also be “proficient” to ensure consistency of the quality of work.

If students are not meeting expectations with the course work in EDUC 430, notice will be given to the student and St. Mark’s College in the “Fair Warning Report” in the fall and winter terms. This submission of the Fair Warning Report should not be a surprise to the student as they would be provided with ongoing feedback from the instructor to “meet expectations” but also students will be self-assessing the quality of their work and participation as well as peer-feedback and assessments using the Single Point Rubric and other rubrics to ensure they are meeting the target.

**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.

### *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>

### *Single Point Rubrics – SELF-ASSESSMENT AND FORMATIVE FEEDBACK TOOL*

Breakfast in Bed

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

### DESCRIPTORS WITH TRADITIONAL GRADING RUBRIC

<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

### COURSE SCHEDULE

The following schedule may be altered over time according to the instructor's judgment.

**Please note:** the shaded areas are the "off-Tuesdays" and unshaded "on-Tuesdays."

EDUC 430 seminars are held on "on-Tuesdays" from 6:00 – 7:30pm via Collaborate Ultra.

Week	Date(s)	Seminar: Tuesdays 6:00 – 7:30 pm (Every second Tuesday)	Experiential: Every Tuesday 9:00 am to 3:00 pm*
FALL SESSION – Classes begin at St. Mark's College on Wednesday, September 9, 2020			
1	September 15, 2020	Introductions and Course Syllabus	Teaching Metaphor (Part 1) - Asynchronous
	September 22, 2020	N/A	Learning Maps (Part 1) *Podcast 1
2	September 29, 2020	Learning Maps (Part 2) OECD Principles of Learning	Imagination in Education Video & Journal

Week	Date(s)	Seminar: Tuesdays 6:00 – 7:30 pm (Every second Tuesday)	Experiential: Every Tuesday 9:00 am to 3:00 pm*
	October 6, 2020	N/A	Community of Learners *Podcast 2
3	October 13, 2020	Heart of a Teacher Twitter as Professional Learning	Pre-Reading & Journal
	October 20, 2020	Provincial Professional Development Day – October 23	
4	October 27, 2020	Land Acknowledgement and Catholic Learning Principles	First Peoples Principles of Learning (FPPL)
	November 3, 2020	N/A	Walking Curriculum *Podcast 3
5	November 10, 2020	Place-Based Learning and Land-Based Learning	Imaginative Education
	November 17, 2020	N/A	Puzzle of Motivation *Podcast 4
6	November 24, 2020	Growth Mindset Assessment & Evaluation	Formative Assessment Case against grades
	December 1, 2020	Summative Journal & Teaching Metaphor (Part 2)	
WINTER SESSION – Classes begin at St. Mark's College on Tuesday, January 5, 2021			
7	January 5, 2021	Student Led Learning and the Core Competencies	N/A
	January 12, 2021	N/A	TBD
8	January 19, 2021	Inclusive Education and Universal Design for Learning (UDL)	TBD
	January 26, 2021	N/A	TBD
9	February 2, 2021	Competency Based Learning BC's Curriculum	TBD
	February 9, 2021	N/A	TBD
<b>10</b>	<b>February 16, 2021</b>	<b>Midyear Break</b>	
	February 23, 2021	N/A	TBD
11	March 2, 2021	Planning for Learning Co-Lesson Planning	TBD
	March 9, 2021	N/A	TBD
12	March 16, 2021	Social Emotional Learning Student Mental Health	TBD

Week	Date(s)	Seminar: Tuesdays 6:00 – 7:30 pm (Every second Tuesday)	Experiential: Every Tuesday 9:00 am to 3:00 pm*
	March 23, 2021	N/A	TBD
13	March 30, 2021	John Hattie: Visible Learning and Collective Efficacy	TBD
	April 6, 2021	Summative Journal & Teaching Metaphor (Part 3)	

***Please note: The course schedule is subject to change. Notice will be given.***

### **REQUIRED READINGS:**

This is only a sample of readings. Other readings and videos will be uploaded onto Canvas.

Heart of a Teacher – Identity and Integrity in Teaching (1997) by Parker Palmer\*\*

[https://biochem.wisc.edu/sites/default/files/labs/attie/publications/Heart\\_of\\_a\\_Teacher.pdf](https://biochem.wisc.edu/sites/default/files/labs/attie/publications/Heart_of_a_Teacher.pdf)

OECD Principles of Learning – Nature of Learning

<http://www.oecd.org/education/ceri/50300814.pdf>

First Peoples Principles of Learning – Jo Chrona Blog (2014)

<https://firstpeoplesprinciplesoflearning.wordpress.com/>

OECD Assessment for Learning – Formative Assessment

<https://www.oecd.org/site/educeri21st/40600533.pdf>

ImaginED – Walking Curriculum – Blog <http://www.educationthatinspires.ca/walking-curriculum-imaginative-ecological-learning-activities/>

Teachers on Fire - Blog and Podcast <https://teachersonfire.net/>

BC's Curriculum <https://curriculum.gov.bc.ca/>

### **OTHER RELEVANT INFORMATION FOR THIS COURSE:**

Readings, videos, online assignments, and journal reflection questions will be found on Canvas.