EDUC101: Introduction to Education (3 Credits)

Fall 2019

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Mode of Delivery	Face to face
Time & Location	MWF, 3-4pm Scarfe 503
Syllabus Last Revised	07/12/2019

Contacts

Course Instructor(s)	Sally M. Teacher
Contact Details	**Phone:** (555) 867-5309 **Email:** sally.teacher@ubc.ca **Preferred contact method:** Email – I'll respond within 24 hours, except on weekends.
Office Location	Scarfe 102B
Office Hours	Mondays 2-4pm
Other Instructional Staff	**Teaching Assistant:** Billy Thompson-Arnette Email: billy.ta@ubc.ca

Instructor Bio

Dr. Sally Teacher, UBC, Faculty of Education
Hi everyone, and welcome to EDUC101. I've been teaching UBC for over 15 years, in a few different departments, but mainly centred in education. I got my M.Ed. in Education from Athabasca University and Ph.D. in Language and Literacy Education from UBC, with a focus on ethics in gameworlds. My research interests explore the effects of media on numeracy and literacy in the early years. I've written

Commented [SMS1]: Meeting times for your course. If you teach online, any synchronous meetings or expectations for logging into the course can be listed here.

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Commented [SMS3]: Feel free to list your preferred contact method and expectations for replies.

Commented [SMS4]: If your office hours are by appointment, say that here. If you're teaching online, list your online office hours, and where you can be reached.

3 books on the topic and currently the co-chair of the Canadian Literacy Council of Canada. On the weekends, I enjoy kayaking and going on hikes with my 3 huskies, Larry, Curley and Moe.

Course Description

This course serves as an introductory survey to education, it's philosophical and moral foundations, history. As an introductory course, it serves as a foundation to later courses in your program and will provide you with information and skills to develop your proficiency as a teacher as you progress through your program.

Slides for presentations, including notes, will be shared on Sunday night before each week's activities and will be available on Canvas.

Prerequisite(s): None
Corequisite(s): None

Learning Outcomes

At the end of this course, you will be able to:

1. Teach others about the foundational principles of education
2. Critique education and its role in society
3. Provide a rationale for different teaching approaches based on learning theories
4. Recommend improvements to lesson plans in a collected portfolio.

Learning Materials

All readings are accessible via the UBC Library Course Reserve (LOCR) in Canvas, or provided within the Canvas course site itself and there is no cost to access these items.

Your Canvas course site will act as an important hub for most of your activities as a learner. As you are learning about different technology integration strategies, you will have the opportunity to work in various other learning environments.

Learning Activities

Activities in this course are varied and include in-class group work, reflections on our time in practicums, as well as in-class written assignments and presentations. Details for each are provided in canvas and will be described in detail by your instructor in class.

Assessments

There are 2 formal assignments and a number of discussions and activities required to complete this course. The first discussion is marked as "required, but not graded", however, it will be part of your overall participation grade. For the Reflective Discussions you will be assigned a group. And for Assignment 1 will be asked to sign-up into groups by the end of the first week.

Assessment	Weight (%)

Assignment 1: All about Education	25%
Learning Theories Quiz	10%
Peer Feedback sessions (3)	30%
Assignment 2: Portfolio	25%
Class Participation	10%

Assignment 1: All about Education

This first assignment provides learners an opportunity to discuss issues related to education and its role in society, from the foundational purpose of education, as well its future role (Course Learning Outcomes 1 & 2)

Learning Theories Quiz

This quiz provides an opportunity to differentiate between major theories of learning, including behaviorism, cognitivism and social constructivism. (Course Learning Outcome 3)

Peer Feedback sessions (3)

In this series of assignments, you will first find case studies / lesson plans and write brief reflections on them based on alignment with different learning theories. In class, you will then work in groups with peers to provide feedback on reflections, including alternate perspectives, citing of evidence from the literature and other points for improvement (Course Learning Outcomes 3 & 4)

Assignment 2: Portfolio

The final assignment builds upon your Peer Feedback sessions and allows you to collect a final portfolio of lesson plans and case studies, with recommendations for improvement based on their intended outcomes and alignment with specific learning theories. (Course Learning Outcome 3)

Class Participation

This relates to your presence in class, your contribution to seminar discussions and leadership role take in group work.

The specific criteria for each assessed task and the grading rubrics are included in the Canvas course. All assignments due dates will be listed in Canvas.

Assignments will lose 5% of their assessed value for each day they are late. No subsequent work will be accepted or assessed if an assignment has not been submitted.

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Schedule

Week	Modules and Topics	Key Due dates
Module 1: History of Education		
Week 1	Defining Knowledge and Learning	
Week 2	Socio-Historical Overview	Assignment 1 Due
Module 2: Philosophy of Education		
Week 3	Philosophical Foundations	
Week 4	Theory	Learning Theories Quiz
Week 5	Purpose in Society	
Module 3: Educational foundations		
Week 6	Assessment	Peer Feedback 1
Week 7	Interaction	
Week 8	Differing Practices and Special Populations	
Week 9	Multimodalities	Peer Feedback 2
Week 10	Communication	
Week 11	Social Media	Peer Feedback 3
Module 4: Future		
Week 12	What's on the Horizon?	
Week 13	Looking Back, Moving Forward	Assignment 2 Due

Faculty Resources

The Faculty of Education has a number of resources to support learning. These are available here (https://educ.ubc.ca/students/student-resources/).

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policies-resources-support-student-success).

Course Policies

Please make sure you are familiar with the academic policies and procedures.

Academic Integrity
Students are expected to follow UBC policies for academic integrity and academic misconduct, which includes practices around plagiarism, referencing and citation, and copyright. For more see, UBC's Learning Commons Academic Integrity resources (https://learningcommons.ubc.ca/academic-integrity/).

Accessibility
If you have any challenges accessing materials that will impact your success in this course, UBC's Centre for Accessibility can support your needs by providing appropriate accommodations to support you.
- Web: UBC's Centre for Accessibility website (https://students.ubc.ca/about-student-services/centre-for-accessibility)
- Email: accessibility@ubc.ca

Learning Analytics
Some of the learning technologies used for this course collect data to support the improvement of teaching and learning, including overall class progress to provide personalized feedback, statistics on which resources are being accessed to support improvements to the course and tracking participation in discussion forums. To learn more about learning analytics at the Faculty of Education and at UBC, see the *What are Learning Analytics?* (https://ets.educ.ubc.ca/learning-analytics/students/) page.