

ECS 303

Curriculum and Pedagogy 2

Term: Fall 2024
Number of Credits: 3

INSTRUCTOR: Frances Ross-Furlong
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OFFICE: Vadzaih Wall Tent (email for office hours appointment)
CLASS: Wednesdays 1 – 3:50 pm
LOCATION: Vadzaih Zzeh/Caribou Tent

COURSE DESCRIPTION

This course is intended to develop teacher candidates' understanding of learners, learning, and teaching by drawing on various theoretical understandings of education for social and ecological justice. This course makes explicit the philosophical underpinnings of pedagogy, and the link between curriculum theory and practice. *Required classroom-based placement of one day per week for 8 weeks.

LEARNING OUTCOMES

Upon successful completion of the course, pre-service teachers will be able to:

- **Critique** existing assumptions and practices in schooling that contribute to the marginalization of some,
- Analyse, question, and provoke **curriculum, instruction, and assessment**
- Practice various **pedagogical approaches** for social and ecological justice
- Engage with a critical lens to design:
 - **experiential,**
 - **interdisciplinary,**
 - **anti-oppressive** curricular experiences
- **Enact** anti-oppressive, culturally responsive and inclusive education principles.
- Develop an **informed practice** based on an understanding of a variety of theoretical approaches to curriculum (traditionalist, experiential learning, critical pedagogy, Indigenous approaches, land-based pedagogy, etc).
- Critically engage with BC, Yukon and YFN **curriculum documents** to support instructional planning and assessment.
- Participate in **field experiences** to develop their understanding of the link between learning theories, instructional planning, delivery and assessment.
- Engage in **lesson planning** while considering diversity in learning and among learners
- Develop and communicate their understandings of **pedagogical** philosophies and practices, with thoughtfulness about the complexities of indigenizing the curriculum, decolonization education, truth and reconciliation education, and treaty education.

TOPICS OF STUDY

- Professionalism
- Curriculum models and pedagogical implications
- Multiple pedagogical approaches for social and ecological justice
- Instructional and assessment strategies to support differentiated learning for diverse learners
- Technology to support teaching and learning
- Professional growth planning
- Complexities of indigenizing the curriculum, decolonization education, truth and reconciliation education, and self-government

TEXTBOOKS & LEARNING MATERIALS

Required:

- Council for Yukon Indians. (1973). Together Today for our Children Tomorrow.
- Additional required readings will be provided on Moodle

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU and UofR websites for important dates. Please note that if you withdraw from the course, you will need to withdraw at both institutions.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document. Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

COURSE FORMAT

Weekly breakdown of instructional hours

There will be 3 hours of instructional time each week in this course. A further 3-6 hours will be required each week for students to engage with readings and assignments. This time will vary by individual learner and significantly more or less time could be required. Students are expected to come to class prepared, including completing course readings and activities.

Delivery format

Class will take place primarily in person in Vadzaih Zzeh (Caribou House/Wall Tent) on the main YukonU Ayamdigt campus. Classes consist of lectures, on and off-campus experiential learning opportunities, guest speakers, hands-on activities, cooperative work, class and small group discussions, practice lessons, demonstrations, videos, and student presentations. Occasionally, as pre-arranged on the syllabus and additionally communicated via Moodle, class will be conducted over Zoom.

A FEW WORKING ASSUMPTIONS ABOUT LEARNING IN THIS COURSE

- **Learning involves the whole self** – mind, body, spirit
- **You are encouraged to question everything.** In educational environments, questioning includes the “givens” of schooling including labels, practices and structures that have become ingrained in the language and culture of schooling. I encourage you to problematize these taken-for-granted norms and consider unconventional and contrarian approaches.
- **Learning involves risk.** Trying new things can evoke self-doubt and fears of making mistakes. I encourage you to take academic risks. This might include: voicing confusion, articulating “half-baked” thoughts, entertaining doubt and uncertainty, embracing “mistakes,” and questioning convention.
- **Experience precedes understanding.** Deep understanding of a topic requires both practice and reflection. From this perspective, it is not possible to entirely understand new practices before attempting them.
- **An important way to improve learning is to improve teaching.** By what definition do you feel we need to improve education, and what are the metrics to discuss or measure this? By who’s value set and to what end?

EVALUATION

ECS 303 is set up as a pass/fail course from URegina. To achieve a pass, a pass must be achieved in the following areas (note that additional information is provided in the course site that detail the requirements/criteria for each assignment):

1. Learning theory summary and video (due Wed Sept 25) In pairs: a one-page PDF summary of a key learning theory, and short video introducing, sampling and debriefing this learning theory
2. Pedagogical models analysis paper (due Mon Oct 7) Analysing your three preferred theories (6-8 pages double spaced, APA format)
3. Constructing a Philosophy of Education (due Mon Nov 18)
4. Leading in Learning Workshops (in class Wed Nov 27, Wed Dec 4) Presentations exploring critical theory and how various curricular perspectives interact with systems of oppression: applying critical theory to social identities and systems of oppression, problematizing the invisibility and systemic normalization of assumptions and oppression, classroom and education implications and action forward.
5. Attendance and Participation
6. EFLD 310 Practicum Binder
PASS/FAIL

ANTICIPATED COURSE OUTLINE

***Review to our Moodle course page for specifics – dates and plans may change*

As a core ECS course, this course has **significant reading expectations**. Please plan your week accordingly to leave sufficient time before each class to read, review, make discussion notes and critically consider and compare the readings. **You may be called upon to lead class or small-group discussion, so come prepared to do so.** You are likely to spend 3-6 hours each week preparing readings for this course.