



## SCMP 700 Society and Culture: Methodologies and Practices in Education Theory Applied in School and Community Contexts (3 credits) Semester 4, Online (A: Fall 2014; B: Winter 2015)

### Instructor

Nicki Rehn

[nicki.rehn@yahoo.ca](mailto:nicki.rehn@yahoo.ca)

[nrehn@ambrose.edu](mailto:nrehn@ambrose.edu)

SKYPE: nickislater75

### Course Description

This course introduces students to action-based learning and problem-solving approaches to school, culture and society. In this online course students will develop a strategic plan to provide transferable solutions to a living case, an actual school and culture and society problem. This course emphasizes large scale assessment and effective student assessment.

### Prerequisite(s)

SCMP 500 and SCMP 600

### Class Times

This course is offered in two parts. SCMP 700a will run for **four weeks** from Monday 17 November until Friday 12 December, 2014. SCMP 700b will run for four weeks from Monday 16 March until Friday 10 April, 2015. The majority of the workload will be in the first four weeks as you will be focussing on your Exit Thesis when you come back from your FE 700 practicum.

### Important Dates

First day of classes	November 17, 2014
Registration revision period	November 28, 2014
Last day to withdraw from course	December 3, 2014
Last day to apply for time extension for coursework	March 10, 2015
Last day of classes	April 10, 2015

### Expected Learning Outcomes

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

1. Identify the gaps that exist between theory and practice.
2. Strategize how to deal with issues in a school setting.

3. Articulate their philosophy of education.
4. Synthesize their knowledge of teaching and learning into a model of practice.
5. Defend their model of practice with theory.
6. Integrate their model of practice within the current landscape of Alberta Education

### **Students are expected to:**

- Contribute to the discussion forum in a timely manner. Follow instructions for each topical post. Read responses carefully, take note of detail, clarify and paraphrase perspectives, and build on each other's points.
- Complete the assignments by the due date.
- Examine and critically reflect on personal philosophy and position on issues without defensiveness.
- Reference experiences from practicum and experience.
- Initiate new ideas.
- Communicate with instructor via email or phone with questions and concerns.

### **Textbooks**

There are no required texts for this course. All readings will be provided on Moodle.

### **Submission of Assignments**

Assignments will be submitted via Moodle or email (as indicated).

### **Evaluation**

<b>Assignments</b>	<b>%</b>	<b>Due Date</b>
Assignment 1a – Lead a Topical Discussion (once)	10	November 20, 2014 (Initial Post) December 12, 2014 (Summary)
Assignment 1b – Contribution to Topical Discussion (5 times)	20	December 10, 2014 (Topic 1-5) March 27, 2015 (Topic 6)
Assignment 2 – Case Study: Dilemma of Practice & Strategic Plan	20	December 15, 2014
Assignment 3 – Exit Thesis and Interview	50	By April 10, 2015
Online Portfolio Completed	P/F	By April 10, 2015

## Grading

The available letters for course grades are as follows:

Percentage	Letter Grade	Grade Point Weight	Description
96-100	A+	4.0	
91-95	A	4.0	Excellent
86-90	A-	3.7	
82-85	B+	3.3	
75-81	B	3.0	Good
72-74	B-	2.7	
68-71	C+	2.3	
63-67	C	2.0	Satisfactory
60-62	C-	1.7	
56-59	D+	1.3	
50-55	D	1.0	Minimal Pass
0-49	F		Failure

## Important Notes from Ambrose

It is the responsibility of all students to become familiar with and adhere to Ambrose Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of the course and disrespectful to fellow students and the instructor to engage in electronically enabled activities *unrelated to the class* during a class

session. During class, laptops and other hand-held devices should be used for class-related purposes only. The professor has the right to disallow a student to use their hand-held devices in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### **Extensions**

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

Students are strongly advised to retain this syllabus for their records.

# Topics

		<b>Readings (all found on Moodle)</b>
1	International Education : Comparing Systems	<p>Sahlberg, P. (2011) Finland-Alberta partnership: Education goes global. <i>ATA Magazine</i>, 92(2).</p> <p>Hyvonen, P. (2011). Play in the school context? The perspectives of Finnish teachers. <i>Australian Journal of Teacher Education</i>, 36(5), 65-83</p> <p>Jahnukainen, M. (2011). Different strategies, different outcomes? The history and trends of inclusive and special education in Alberta (Canada) and in Finland. <i>Scandinavian Journal of Educational Research</i>, 55(5), 489-502.</p> <p>Zhao, Y. (2012). <i>Global, Creative, and Entrepreneurial: Defining High-Quality Education. ISTE 2012 Conference Executive Summary</i>. Sudbury, MA: BullsEye Resources</p>
2	Canadian Context	<p>Gaffield C. (2013). History of Education. <i>The Canadian Encyclopedia</i>. Historica Foundation</p> <p>Kirkness, V. (1999). Aboriginal education in Canada: A retrospective and a prospective. <i>Journal of American Indian Education</i>, 39(1).</p> <p>Dunleavy, J. (2007). <i>Public Education in Canada: Facts, Trends and Attitudes</i>. Toronto, Canada: Canadian Education Association.</p>
3	Alberta Education	<p>Milke, M. (2010). <i>School Choice in Canada: Lessons for America</i>. The Heritage Foundation.</p> <p>Various Alberta Education documents and publications</p>
4	Systems and Understandings	<p>Bronfenbrenner, U. (1994). Ecological models of human development. In <i>International Encyclopedia of Education</i>. (Vol.3, 2<sup>nd</sup> ed., pp. 37-43). Oxford: Elsevier.</p> <p>Seginer, R. (2006). Parents' educational involvement: A developmental ecology perspective. <i>Parenting: Science and Practice</i>, 6(1), 1-48.</p>
5	Law, Politics and the Rights of the Teacher	<p>Alberta Teachers Association. (2004). Code of Professional Conduct</p> <p>Colnerud, G. (1997). Ethical conflicts in teaching. <i>Teaching and Teacher Evaluation</i>, 13(6), 627-635.</p> <p>Ericksen, A. (2011, September 4). Porn star teacher who moonlights as 'Jonny Anglais' planning to return to the classroom. <i>Daily Mail Australia</i>.</p> <p>Dexheimer, E. (2013, February 9). Off duty, under scrutiny: How much off-the clock behaviour can the state regulate? <i>Statesman.com</i></p> <p>Murray, D. (2010, December 23). Are teachers role models outside the classroom? Unions, courts say educators deserve privacy. <i>MLIVE Media Group</i></p>

## Assignment Details

### Assignment 1 - Topical Posts (30%)

#### Rationale

This course is constructivist in nature, both personally and socially. It is also built on the concept of shared praxis; that is, sharing with one another your critical reflections on practical experience and research. The goal of the topical posts is to create a space in which to do this. *Topical posts should be concise and no longer than 200-300 words.*

#### Instructions

There are three ways that you will participate in the discussion posts:

1. Facilitating discussion in a small group on one topic.
2. Contributing and responding to critical questions posted by your group leader.
3. Participating in a whole class discussion.

Topic 1 – International Education: Comparing Systems

Topic 2 – Canadian Context

Topic 3 – Alberta Education

Topic 4 – Systems and Understanding

Topic 5 – Law, Politics and the Rights of the Teacher

Topic 6 – Practicum: Nine weeks of Awesome or Awful?

Please read the rubric carefully to see what level of engagement is expected.

## Assessment 1a Rubric – Lead a Topical Discussion [Total Possible Marks – 10]

### Minimum Expectations

- Present a critical question(s) based on the reading(s).
- Sum up and debrief.

### Exemplary Facilitation

- Supplement the reading with links to other resources, if necessary.
- Focus the discussion and move it forward.
- Scaffold the discussion, if appropriate.
- Give feedback & encouragement.

Outstanding. You provided excellent background information that framed the discussion. The critical question led your peers to engage deeply with the topic. You facilitated the discussion by responding to posts. Your summary captured the essence of the discussion.	Very good. You provided background information. The critical question was interesting. You engaged with your peer’s posts more than once. Your summary was adequate.	Satisfactory. You provided a question to get the discussion started. You engaged at least once with the posts. You provided a brief summary.	More engagement expected. Minimal facilitation.
10 marks	9 marks	8 marks	7 marks

**Due** – Thursday 27 November (initial post), Friday 14 December (summary)

## Assessment 1b Rubric – Contribution to Topical Discussion [Total Possible Marks – 20]

You are expected to enter each discussion at least once to contribute to the construction of understanding around the topic, citing literature, standards, and/or personal experience. Your post should be critical reflective and demonstrate engagement with what other people have said (either your group leader or co-contributors). You will have a total of five opportunities to contribute. You will be deducted four marks per missed post.

The minimum requirement is to post one 200-300 work response per topic. However, this will not gain you maximum marks.

Your discussion contributions are of the <b>highest standard all the time</b> . You always respond more than once.	Your discussion contributions are of the <b>highest standard most of the time</b> . You sometimes respond more than once.	Your discussion contributions are <b>acceptable all of the time</b> .	Your discussion contributions are <b>acceptable most of the time</b> .	Your discussion contributions <b>rarely</b> build into the construction of understanding.
20 marks	19 marks	18 marks	13-17 marks	max. 12 marks

**Due** – Wednesday 10 December (Topics 1-5), Friday 27 March (Topic 6)

## Assignment 2 – Case Study: Dilemma of Practice and Strategic plan (20%)

### Rationale

During your career as a teacher you will encounter issues and dilemmas. The government constantly drives new initiatives, new theories of learning emerge, technology advances, there is often a gap between what should be happening in the classroom/school and what actually is, and sometimes students do not behave how they should! It is very easy to gripe about it in the lunch room! However, teachers have the power and capacity to drive change in a professional way so that student learning is improved. This assignment will give you a chance to consider a dilemma that you have encountered in your field experience and create a strategic plan for dealing with it.

### Instructions

Read the following article, which is found on Moodle:

Weaven, M. (2011). *Dilemmas of Practice: Six of the Best*. (Retrieved Jan 30, 2011)

You will model your assignment on this paper. Think of a situation which presented a dilemma for you as a teacher. It could be related to *anything* to do with school (something you saw, something you experienced/tried). You will present your dilemma in the form as a case study with the following sections:

- Description of the Case (remember to maintain total anonymity). *Approx. 200 words*
- Commentary that presents the issue in light of literature, provincial standards, and your own philosophy. In other words, you must explain and justify why this is an issue. *Approx. 500 words.*
- Possible strategy for change that is supported by literature, school culture, provincial standards and/or your own philosophy. All stakeholders are considered. *Approx. 500 words.*
- Bibliography (APA style)

Length – 1200 words (+/- 15%), plus bibliography. *If you go significantly over or under this limit, I will return it to you and request a re-do.*

Format – Times New Roman or Arial, 11 point font, APA

Please load your assignment into Moodle where indicated under “Course Documents”. You will be deducted half a mark per day late unless you make arrangements at least a week in advance. Read the rubric carefully so that you know what is expected in each section.



**Assessment 2 Rubric – Dilemma of Practice [Total possible marks – 20]**

Description of Case	The case is <b>clearly described</b> , anonymity has been maintained, and <b>pertinent details</b> are given.	The case is presented but either <b>irrelevant detail is given</b> and/or the <b>description is vague</b> .	The description of the case is <b>not clear</b> and too many questions are left.
	4 marks	3 marks	2 marks

Commentary	It is clearly shown why this case is a dilemma for you as an educator, because you have <b>developed a solid argument</b> for how it challenges theory, standards, culture or your own philosophy. Citations are given.	You have explained why this case is a dilemma for you as an educator by <b>telling the audience</b> how this diverges from theory, standards, culture or your own philosophy. Citations are given.	You have commented on the issue but you have not sufficiently shown why this case is a dilemma of practice. <b>More support in the form of citations is required</b> so that this case is presented as more than just a personal opinion.
	5 marks	4 marks	3marks

Strategy	You have presented a strategy to deal with this dilemma in a professional way and you have shown how this strategy reflects good practice by <b>supporting it with numerous citations</b> .	You have presented a strategy to deal with this dilemma and made mention of why this strategy is good practice by supporting it with <b>adequate citation</b> .	Your <b>strategy needs more support</b> in terms of citations to show that it reflects best practice.
	5 marks	4 marks	3 marks

Bibliography	Bibliography and in-text citation is <b>APA</b> format with <b>almost no errors</b> .	Bibliography and in-text citation is <b>APA</b> format with <b>minimal errors</b> .	Bibliography and in-text citation is either <b>missing or unacceptable</b> .
	2 marks	1 mark	0 marks

Quality of Writing <ul style="list-style-type: none"> <li>Clarity, spelling, grammar, punctuation, active voice, concise</li> </ul>	Quality is at <b>the level expected of a graduate student</b> . Almost no errors. To receive full marks it is pertinent to have your work edited.	Quality is <b>approaching the level expected of a graduate student</b> and contains minimal errors.	The message has been communicated but the quality of writing is <b>not at the level expected of a graduate student</b> .
	4 marks	3 marks	2 marks

**Due**

Monday 15 December, 2012



AMBROSE  
UNIVERSITY COLLEGE

## Bachelor of Education

### *Exit Thesis*

#### Rationale

The *Exit Thesis* is a major assignment that requires you to apply knowledge and understanding from all three strands of courses in the Ambrose Bachelor of Education: Learning Theory and Application, Curriculum Design and Program Development, Society and Culture: Methodologies and Practice. This assignment forms 50% of your final grade in each of LTA 700, SCMP 700 and CDPD 700. All three instructors will jointly mark the assignment.

#### Structure of Thesis

The Exit thesis is comprised of three main components:

Component	Weighting	Rationale and Intended Outcome
Comprehensive Year Plan	40%	The comprehensive year plan will showcase your ability to design a learning experience that considers Alberta Education alignment, a diverse range of student learning needs, cross-curriculum connections, home and school relationships, cultural considerations, learning/thinking strategy instruction, assessment processes, explicit instructional models, and the use of technology.
Written Paper	30%	The written paper will provide the support and rationale for the design of your year plan in the form of a literature review and a reflection on you own philosophy and model of practice.
Oral Presentation	30%	In your presentation to your instructors, you will demonstrate that you can engage an audience, articulate your philosophy of education and intended mode of practice, clearly explain your project, and leverage appropriate technology. The presentation allows you to practice the kind of skills that need to be evident during the interview process.



## **Comprehensive Year Plan**

You are required to design a year plan that guides your instruction of one core subject (Math, Social Studies, Science or Language Arts) taught over the entire. Your plan must show cross-curricula integration and/or use of thematic units at some point during the year.

You may select the grade level and context.

As an 'architect of learning experiences', you must demonstrate your ability to design a learning environment that considers Alberta Education alignment, accommodates a diverse range of student learning needs, incorporates cross-curriculum connections, home and school relationships, cultural considerations, learning/thinking strategy instruction, assessment processes, explicit instructional models, and the use of technology.

Your plan must include

- Outline of the chosen context
- Activities for learning
- Timelines
- Resources
- Choice of instructional approach(es)
- Avenues to connect with home and school
- Any supporting programs (virtues, study skills, anti-bullying...etc.,)
- Strategies to differentiate for diverse pupil needs
- Preferred physical layout of the classroom
- Assessment (for, of and as learning; formative and summative)

Your year plan will be included as an appendix in your paper and presented to the committee in a format of your choice.

## **Written Paper**

The written paper will provide the support and rationale for the design of your year plan through a literature review and a reflection on you own philosophy and model of practice.

Your written paper must include an introduction, a literature review that provides support and rationale for the design of your year plan, a personal manifesto, conclusion, bibliography, and the year plan (as an appendix).

The written paper should be between 3000-4000 words, APA formatted.

The **Introduction** will identify and briefly explain your choices and the rationale for your choices, in terms of the planning framework, curriculum (e.g., based upon the Programme of Studies, the chosen subject area and grade; **or** a thematic year plan across subject areas), supporting programs (e.g. bully-proofing; Virtues Project), and school-community relationships. In this section you may include definitions, assumptions, and limitations of your year plan framework.

The **Literature Review** forms the bulk of this paper. It will summarize and cite the documents that support your decisions regarding the design of your year plan (e.g., school-community relationships, instructional methodologies, model(s) of learning, developmental factors, and so on). Information regarding inclusion, FNMI education, large-scale assessment, classroom-based assessment, and cross cultural and multi-cultural education could be included. In this section you should draw heavily on the content from CDPD 700, SCMP 700 and LTA 700.

The **Personal Manifesto** is a final personal reflection on your intended “modus operandi”. The manifesto will consist of 8-10 promises that you will make to your students. Each statement must begin with “I promise to ....” From your statements, your values and intentions in the following areas should be clear:

- Style of classroom management
- Preferred theory(ies) of learning
- Purpose of homework (or home tasks)
- Inclusion
- Role of schools (and teachers) in society
- Technology
- Skills for the 21<sup>st</sup> Century
- Yourself as a learner

The **Conclusions and Recommendations** is final summary on the matter of integration for the ideal learning community that is well designed to promote learning for all students. It should also identify your personal areas of strength as a teacher and the areas for future growth in order to become the teacher you aspire to be.

## **Oral Presentation**

You are required to present your project to your instructors. You will demonstrate that you can engage an audience, articulate your philosophy of education and intended mode of practice, clearly explain your project, and leverage appropriate technology.

Your presentation should be no longer than 15 minutes in length and you will be asked to field a couple of questions immediately afterwards. \*\*\*Please ensure that your presentation does not go

over the 15-minute limit, as a show of respect for your classmates and the scheduled timeslots that follow\*\*\*

You are welcome to invite a friend, peer, or family member to your presentation.

The presentation should include the following:

- A ‘walk-through’ of your year plan, with a succinct rationale given to support key aspects
- Your manifesto
- Integration of technology to deliver the presentation
- Demonstration that you can engage an audience

### Assessment Rubric

	Outstanding	Well Done	Satisfactory	Weak
<b>Year Plan</b>				
Overall quality	Year plan <b>clearly</b> and <b>explicitly</b> considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units, meets 21 <sup>st</sup> century learning needs, and is detailed and organized.	Year plan considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units and meets 21 <sup>st</sup> century learning needs.	Year plan <b>mostly</b> considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units, and meets 21 <sup>st</sup> century learning needs.	The year plan is missing too many critical components required for designing effective instruction.
	19-20 marks	17-18.5 marks	15-16.5 marks	<15 marks
Universal Design of Learning	Year plan <b>clearly</b> and <b>explicitly</b> considers diverse learning needs e.g., FNMI, cultural diversity, and learning assets/barriers. There are multiple entry points to the learning.	Year plan considers diverse learning needs, e.g., FNMI, cultural diversity, and learning assets/barriers.	Year plan <b>mostly</b> considers diverse learning needs, e.g., FNMI, cultural diversity, and learning assets/barriers	Year plan does not address considers diverse learning needs, e.g., FNMI, cultural diversity, and learning assets/barriers
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Assessment	Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. It addresses knowledge, skills and attitudes. Assessment connects to objectives and	Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. It addresses knowledge, skills and attitudes.	Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. but is somewhat disconnected from the objectives	Assessment is either missing or very weak.

	allows for differentiation.			
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
<b>Written Paper</b>				
Introduction, conclusion, literature review, manifesto.	The literature review is <b>comprehensive</b> . It connects to and supports the year plan. Manifesto is included and makes clear your philosophy and intended model(s) of practice.	The literature review connects to and supports the year plan. Manifesto is included and makes clear your philosophy and intended model(s) of practice.	The literature review provides some support to the year plan. Manifesto is included and hints at your philosophy and intended model(s) of practice.	The literature review does not adequately support the year plan. Manifesto is included but has some gaps.
	19-20 marks	17-18.5 marks	15-16.5 marks	<15 marks
Quality of writing	Quality is at the level expected of a graduate student. Almost no errors in grammar or spelling. Bibliography and in-text citation is APA format with almost no errors.	Quality is approaching the level expected of a graduate student. Almost no errors in grammar and spelling. Bibliography and in-text citation is APA format with almost no errors.	The message has been communicated but the quality of writing is not at the level expected of a graduate student. Bibliography and in-text citation is APA format but has errors.	The quality of writing makes the message difficult to interpret. Student does not use APA formatting.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
<b>Oral Presentation</b>				
Informative	Oral presentation clearly explains the year plan and succinctly gives a rationale for key aspects.	Oral presentation explains the year plan and gives a rationale for some of the key aspects.	Oral presentation outlines the year plan and highlights some key aspects.	Oral presentation does not adequately explain the year plan.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Engaging	Oral presentation is <b>very</b> engaging and organized. You speak clearly and confidently.	Oral presentation is engaging and organized. You speak clearly and confidently.	Oral presentation is <b>mostly</b> engaging and organized.	More work is needed to deliver an engaging and/or clear presentation.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Use of Technology	Student demonstrates proficient use of appropriate technology. Technology is used in a way that makes sense.	Student demonstrates proficient use of appropriate technology.	Student uses technology to deliver the presentation.	Technology was included as an after-thought and/or student struggled to operate it and/or no technology was used in the delivery of the presentation.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks

## Due

The presentation will take place during the final week of classes (April 6-10). A sign-up schedule will be made available at a later date. Your written paper must be submitted electronically to all three instructors in advance of your presentation.

Please note that your e-portfolio must also be completed as well and the link submitted to your instructors.