

 	<b>School of Health, Education and Human Services</b>
	<b>ECS 203</b> <b>Curriculum and Pedagogy I</b>
	<b>Term: Winter 2024</b> <b>Number of Credits: 3</b>
<b>Course Outline</b>	

**INSTRUCTOR:** Mark Connell

**E-MAIL:** [mconnell@yukonu.ca](mailto:mconnell@yukonu.ca)

**CLASSROOM:** A2101

**TIME:** 6 pm - 8 pm

**TELEPHONE:** 867.332.3600

**DATES:** Tuesdays- Jan. 9<sup>th</sup> - April 9<sup>th</sup>

**OFFICE HOURS:** By Appointment (or before / after class).

## PREMABLE

*“The present educational system is designed to assimilate [Indigenous students] and make White men out of them...”*

*“[Yukon First Nation] parents feel the education system threatens the integrity of their way of life...resulting in tremendous disillusionment and severe psychological problems in their children”.*

- *“Together Today for our Children Tomorrow” (1973)*

*Human existence, because it came into being through asking questions, is the root of change in the world. There is a radical element to existence, which is the radical act of asking questions...at the root of human existence involves surprise, questioning and risk. And because of this, it involves actions and change.*

- *Paulo Freire, Learning to Question: A Pedagogy of Liberation*

## COURSE DESCRIPTION

This course allows pre-service teachers to critically engage with the diverse ways in which “curriculum” has been constructed at specific historical moments. Through an examination of the historical, philosophical, ethical, and political roots underlying these ‘constructs’, students will analyze how dominant ideas about students and the “purpose of school” impact and shape both educational institutions and their practice. Particular attention will be paid to the ways in which Canada’s colonial legacy has affected both the educational paradigm, curriculum, and practice within schools.

This course is intended to establish both a theoretical base for students to work from and the beginnings of understanding how theory and practice in teaching are linked. As such, this course introduces students to ‘big ideas’ in curriculum theory, walking through these ideas both philosophically and in historical context. While taking up these ideas, students will also have opportunities to see how these theories might be embodied in classroom practices.

## **COURSE REQUIREMENTS**

Prerequisite(s): *ECS 100 and ECS 110*

## **EQUIVALENCY OR TRANSFERABILITY**

Receiving institutions determine course transferability. Find further information at: <https://www.yukonu.ca/admissions/transfer-credit>

## **LEARNING OUTCOMES**

Upon successful completion of the course, students will be able to:

- Understand multiple definitions and perspectives on curriculum.
- Understand curriculum as fluid rather than static, more a verb than a noun, a process, an interaction, and experience.
- Engage with various curricular perspectives (i.e. traditionalist, experiential learning, critical pedagogy, Indigenous approaches, place-based pedagogy, etc.).
- Explore how these perspectives might be enacted in classroom settings, especially beginning to see the pedagogical implications and possibilities of various curricular stances.
- Develop their understanding of the implications of curriculum design for teachers and learners, especially around issues of equity including the implications of an anti-oppressive orientation to curriculum and pedagogy.
- Engage in lesson planning and micro-teaching.

## **COURSE FORMAT**

Classes will consist of one weekly 3- hour meeting. Outside of class time, students are required to engage heavily with the course readings and engagement activities found within the course site in Microsoft TEAMS. Students are also required to contribute/inform to the communities learning via the closed TEAMS forum for the course.

## **EVALUATION**

Weekly Reading Assessments	40 %
Seminar Presentation	20 %
Ed Psyche Summary Task	10 %
Analysis of BC Curriculum Project	15%
School of Thought "Lesson Plan" Assignment	15%
Total	100%

**Weekly Reading Assessment (ongoing) 40%**

At the beginning of the week, prior to class, students are required to complete a short questionnaire/task based on the preparatory readings. These will be found in the course TEAMS site under assignments.

**Seminar Presentation (Week 7/8) 20%**

During the Educational Psychology section of the course, students will be required to lead a 30-minute interactive presentation (mini lesson) providing an overview of a specific perspective within Ed Psyche and how that lens translates/informs teaching practices.

**Ed Psyche Summary Task (Week 8) 10%**

Based on class presentations, students are required provide evidence of their learning and critical engagement from peer presentations. Details and an assessment rubric are available in the course Moodle. The format of this submission is flexible and can include non-written mediums.

**Analysis of BC Curriculum Project 15%**

In the final weeks of the course students will engage with and analyze the current BC Curriculum, identifying its specific influences and making contextual links. More details are provided in the course TEAMS site.

**School of Thought Lesson Plan Assignment 15%**

In the final weeks of the course students will prepare a lesson plan from the BC Curriculum that reflects a specific curriculum orientation. More details are provided in the course Teams site.

## **COURSE WITHDRAWAL INFORMATION**

Refer to the YukonU website for important dates.

## **TEXTBOOKS & LEARNING MATERIALS**

**(will be provided)**

Coulthard, Glen Sean. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. 1 edition. Minneapolis: Univ Of Minnesota Press, 2014.

hooks, bell. *Teaching Critical Thinking: Practical Wisdom*. New York: Routledge, 2010.

Lowman, Emma Battell. *Settler: Identity and Colonialism in 21st Century Canada*. Winnipeg, Manitoba; Black Point, Nova Scotia: Fernwood Books Ltd, 2015.

Siemens, G. (2004). Connectivism, A learning theory for the digital age. *International Journal of Instructional Technology & Distance Learning*, 2(1), Retrieved from [http://www.itdl.org/journal/jan\\_05/article01.htm](http://www.itdl.org/journal/jan_05/article01.htm)

Simpson, Leanne. *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations*. Edited by Leanne Simpson. 1 edition. Winnipeg: ARP Books, 2008.

Spiegelman, Art. *Complete Maus*. Unknown edition. London: Penguin Books, 1991.

Tyler, Ralph W., and Peter S. Hlebowitsh. *Basic Principles of Curriculum and Instruction*. First Edition, Revised. Chicago ; London: University of Chicago Press, 2013.

People, The Yukon. *Together Today for Our Children Tomorrow: A Statement of Grievances and an Approach to Settlement by the Yukon Indian People*. The Council for Yukon Indians, 1977.

## **SUPPLEMENTARY READING AND RESOURCES**

*A Short History of Indians in Canada* — University of Minnesota Press. Accessed May 11, 2015.  
<https://www.upress.umn.edu/book-division/books/a-short-history-of-indians-in-canada>.

- Alfred, Taiaiake. *Wasáse: Indigenous Pathways of Action and Freedom*. First Edition edition. Peterborough, Ont. ; Orchard Park, N.Y: University of Toronto Press, Higher Education Division, 2005.
- Axelrod, Paul. *The Promise of Schooling: Education in Canada, 1800-1914*. University of Toronto Press, 1997.
- Battiste, Marie. *Decolonizing Education: Nourishing the Learning Spirit*. Saskatoon: Purich Publishing, 2013.
- Battiste, Marie Ann, ed. *Reclaiming Indigenous Voice and Vision*. Vancouver: UBC Press, 2000.
- Battiste, Marie Ann, and Jean Barman. *First Nations Education in Canada: The Circle Unfolds*. UBC Press, 1995.
- Bauman, Zygmunt. *Modernity and the Holocaust*. Ithaca, NY: Cornell University Press, 2001.
- Freire, Paulo. *Pedagogy of the Oppressed: 30th Anniversary Edition*. 30th edition. New York: Bloomsbury Academic, 2000.
- . *Pedagogy of the Oppressed: 30th Anniversary Edition*. 30th edition. New York: Bloomsbury Academic, 2000.
- Hill, Gord, and Ward Churchill. *The 500 Years of Resistance Comic Book*. Reprint edition. Vancouver: Arsenal Pulp Press, 2010.
- King, Thomas. *A Short History of Indians in Canada: Stories*. Minneapolis: Univ Of Minnesota Press, 2013.
- . *The Truth About Stories*. 1st Edition edition. Toronto, ON: House of Anansi Press, 2003.
- Laboucane-Benson, Patti. *The Outside Circle: A Graphic Novel*. Berkeley, CA: House of Anansi Press, 2015.
- Lowman, Emma Battell. *Settler: Identity and Colonialism in 21st Century Canada*. Winnipeg, Manitoba ; Black Point, Nova Scotia: Fernwood Publishing, 2015.
- Mann, Charles C. *1491 (Second Edition): New Revelations of the Americas Before Columbus*. Sixteenth Impression edition. New York: Vintage, 2006.
- Pedagogy of the Oppressed*, n.d.
- Santrock, John, Vera Woloshyn, Tiffany Gallagher, Tony Di Petta, and Zopito Marini. *Educational Psychology*. 3 edition. Whitby, Ont.: McGraw-Hill Ryerson Higher Education, 2010.
- “Settler – Fernwood Publishing.” Accessed January 30, 2021.  
<https://fernwoodpublishing.ca/book/settler>.
- Simpson, Leanne, ed. *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations*. 1 edition. Winnipeg: ARP Books, 2008.

Spiegelman, Art. *Maus I & II Paperback Boxed Set*. Box Rep edition. New York: Pantheon, 1993.

Thobani, Sunera. *Exalted Subjects: Studies in the Making of Race and Nation in Canada*. 1 edition. Toronto ; Buffalo: University of Toronto Press, Scholarly Publishing Division, 2007.

Turner, Dale. *This Is Not a Peace Pipe: Towards a Critical Indigenous Philosophy*. 1 edition. Toronto: University of Toronto Press, Scholarly Publishing Division, 2006.

Woolfolk, Anita E., Philip H. Winne, and Nancy E. Perry. *Educational Psychology, Third Canadian Edition*. 3 edition. Toronto: Pearson Education Canada, 2005.

## **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](mailto:access@yukonu.ca).

