

EDUC 310/311 Principles of Teaching*

INSTRUCTIONAL TEAM

Instructor : _____ (email contact)
Lecturer: Brent Davis
GTAs: Lissa D'Amour and Steven Khan (ubcpot2010tas@gmail.com)
Course Coordinator: Wendy Carr (wendy.carr@ubc.ca)

CONTEXT and RATIONALE

A comprehensive list of theories that are influencing current educational practice would actually include hundreds of entries. Attached to every theory of learning in education are some (usually quite specific) *principles of teaching*. In other words, education is an immensely contested domain. For example, not everyone agrees that competent teaching revolves around effective classroom management and clear lesson plans. In fact, that idea is scarcely a half-century old, and it's quite specific to the English-speaking world. It's a belief that, like all others, is anchored to specific assumptions about what should be learned and how learning happens.

For that reason, this course is *not* about "how to teach," but about "principles of teaching." Derived from the Latin *principium*, "a beginning, first part, source," a *principle* is not a prescription for action, but a notion that is used to orient or justify action. Hence, this course will look across an array of competing discourses and narratives of teaching. The goal is not to provide a battery of strategies or techniques, but to articulate the principles that underpin various recommendations and standards.

The intention, then, is not that you will have a thorough knowledge of any specific aspect of the field of education, but that you will have been introduced to a range of beliefs and conditions that will enable and constrain your teaching practice.

As well, the course aims to contextualize various principles in contemporary social and cultural worlds – taking into consideration, for example changes in workplaces, civic life, technology, and the environment. More broadly, this course will examine the possible impacts of social transformations on teaching as it touches on topics of media, globalization, diversity, intelligence, the aims of education, changing learner needs, and shifting sensibilities. In the process, the course will contrast canonical and classical theories and practices of education with new and emerging pedagogies.

INTENTIONS

The course consists of cohort-based inquiry sessions and lecture-videos.

The inquiry sessions are intended :

- to engage with topics and perspectives introduced in the lecture-videos and text;
- to explore questions related to the profession and practices of teaching, such as

How might we envision the role of the teacher?
How might we create safe and engaging learning environments?
How might we design and deliver teaching and learning experiences?
How might we prepare and plan for teaching and learning?
How might we address diverse needs and contexts that educators encounter?
How might we integrate teaching, learning and assessment?

The lecture-videos and accompany text are intended :

- to present “teaching” as a site of vigorous research and debate;
- to examine some of the principles (i.e., conceptual underpinnings) of common educational emphases, practices, structures, and some of the implications of recent developments in theory and research;
- to highlight the changing character of teaching, in particular as affected by and as contributing to social, cultural, and ecological evolutions (with an emphasis on emergent technological possibilities);
- to offer a frame to integrate not only the diverse topics addressed in the course, but to “read across” issues and concepts introduced in other courses;
- to promote a “critical participatory” attitude around issues in formal education.

TASKS and GRADING

The course is graded on a PASS/FAIL basis. A pass must be achieved on both components (i.e., lecture-video-based paper and inquiry session assignments) to achieve a grade of PASS on the course.

Interpretive Paper Due: March 1-8, 2010

Why would he do that? You are asked to interpret some aspect of the lecture-video component of the course in terms of principles of knowing, learning and teaching developed during the lecture-videos. Various critical details on the assignments will be presented during the videos as well as on a support blog (<http://ubcpot.blogspot.com>) and an in-person Q&A session with the GTAs. A visual prompt is posted at <http://www.mmecarr.ca/POT/21things.html>

The paper is limited to 250 words (per person). You may work in small groups, if you wish – to a maximum of three people per group. (If you would like to present a compelling argument for a larger group, exceptions will be happily considered.) The assignment will be scored on a 4-point scale (see below). A minimum score of « Meeting Expectations » is required for successful completion. There will be one opportunity to rework your paper if a pass is not achieved on the first attempt.

Exceeds Expectations	These are superior efforts that satisfy all of the criteria for the previous level. In addition, the work presents challenging and significant ideas and/or interpretations that are developed with insight, depth, and originality, and that display sophisticated understandings/analyses.
Fully meets Expectations	These are strong efforts that satisfy all of the criteria for the previous level. In addition, the writing goes beyond assignment expectations in terms of sophistication of thought and/or development of more challenging/significant ideas.
Meets Expectations	These are adequate efforts, demonstrating competent understandings/analyses that go beyond restatements of material that has already been presented. The interpretations reflect the intentions of the assignment, integrate course components, and are focused. The writing is clear and clean.
Needs Revisions	These efforts are problematic. They are insufficiently fitted to expectations, fail to demonstrate adequate understanding, and/or don't offer adequate analysis. The interpretations may (a) repeat without sufficiently elaborating course material, (b) not reflect the intentions of the assignment, (c) show weak or fragmented understandings/ analyses, and/or (d) be unfocused/poorly written.

Submit to: ubcpot2010assignments@gmail.com (Student number in subject line)

Inquiry Project Due : [varies according to cohort]

Explore a contested topic in the field of education (topic and questions to be submitted in advance). Consider critically the topic, e.g., its pros & cons or its proponents or critics. Conduct research into the topic by consulting the literature, media sources, and /or individuals in the field. Your perspectives should be informed by the tenets of knowing, learning and teaching underscored in the video-lectures, text and inquiry sessions.

Share your research in a multi-media presentation* -- be creative! -- and facilitate engagement and discussion among your colleagues.

You may work in small groups, if you wish – to a maximum of four people per group. The assignment will be scored on a 4-point scale (see below). A minimum score of « Meeting Expectations » is required for successful completion.

* Multi-media: The combined use of media – means for communicating or diffusing information – may include film, technology, print, audio, or theatrical interpretation, etc.

Exceeds Expectations	<ul style="list-style-type: none">• compilation of research shows insightful understanding of the topic• multi-media presentation conveys the researched material powerfully• effective links are made to the course tenets re : knowing, learning & teaching• references to the literature clearly and effectively support the topic• evidence of insightful critical consideration of topic• evidence of extensive preparation and practice• a high degree of collegial engagement is facilitated
Fully meets Expectations	<ul style="list-style-type: none">• compilation of research shows clear understanding of the topic• multi-media presentation conveys the researched material• links are made to the course tenets re : knowing, learning & teaching• references to the literature support the topic• evidence of critical consideration of topic• evidence of preparation and practice• collegial involvement is facilitated
Meets Expectations	<ul style="list-style-type: none">• compilation of research shows understanding of the topic• multi-media presentation conveys the researched material• some links are made to the course tenets re : knowing, learning & teaching• references to the literature support some aspects of the topic• evidence of some critical consideration of topic• evidence of some preparation & practice• some collegial involvement is facilitated
Does not meet expectations	Some or all of the above criteria are not met to a satisfactory degree.

TEXT & LECTURE-VIDEOS

The course textbook is available through the bookstore:

Davis, B., D. Sumara, R. Luce-Kapler. (2008). *Engaging minds: Changing teaching in complex times* (2nd edition). New York: Routledge.

Lecture-videos are viewable / downloadable from **iTunesU** (<http://www.itunes.ubc.ca>)

Click on 'Launch UBC on iTunesU' --> Faculties & Schools --> Education, Faculty of

WEB RESOURCES

Lecture notes & related links : <http://www.mmecarr.ca/POT/lecturenotes.html>

Lissa and Steven's support blog : <http://ubcpot.blogspot.com>

ATTAINMENT of STANDARDS

This course will explicitly address several of the “Standards for the Education, Competence and Professional Conduct of Educators in British Columbia,” as developed by the British Columbia College of Teachers. Some will be explicitly addressed (particularly in the lecture-videos identified parenthetically):

2. Educators are role models who act ethically and honestly. (Lecture 3)
3. Educators understand and apply knowledge of student growth & development. (Lecture 7)
4. Educators value the involvement and support of parents, guardians, families, and communities in schools. (Lecture 6)
5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting. (Lecture 10)
7. Educators engage in professional career-long learning. (Lecture 1)
8. Educators contribute to the profession. (Lecture 12)

Further information on the Standards can be accessed at the following sites:

<http://www.bcct.ca/>

<http://educ.ubc.ca/about/standards/>

UNIVERSITY POLICIES on ATTENDANCE and ASSIGNMENTS

Students are encouraged to review university policies on attendance and assignments, as detailed in Section V, “Academic Regulations,” of the 2009/10 UBC Calendar. In particular, please be aware of the definition of *plagiarism* presented in the Calendar: “a form of academic misconduct in which an individual submits or presents the work of another person as his or her own.”

Evidence of this form of academic dishonesty in an assignment will result in a failure without opportunity for revision. Regarding Academic Honesty and Standards, Academic Freedom, please refer to: *UBC Calendar Policies and Regulations*: <http://www.students.ubc.ca/calendar>

All work submitted by students (including, without limitation, essays, dissertations, theses, examinations, tests, reports, presentations, problem sets, and tutorial assignments) may be reviewed by the University for authenticity and originality. Without limiting the generality of the foregoing, such review may include the use of software tools and third party services including Internet-based services such as TurnItIn.com. By submitting work, students consent to their work undergoing such review and being retained in a database for comparison with other work submitted by students. The results of such review may be used in any University investigation or disciplinary proceedings (see Student Discipline, p. 59).

ACADEMIC ACCOMMODATION for STUDENTS with DISABILITIES

The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access university services, programs, and facilities and to be welcomed as participating members of the University community. The University’s goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. The University will provide academic accommodation to students with disabilities in accordance with the British Columbia Human Rights Code, R.S.B.C. 1996, c. 210 and the Canadian Charter of Rights and Freedoms, Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (U.K.), 1982, c. 11. Provision of academic accommodation shall not lower the academic standards of the University. Academic accommodation shall not remove the need for evaluation and the need to meet essential learning outcomes. Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy 73 (www.universitycounsel.ubc.ca/policies/policy73.pdf)).

* This course syllabus is an adapted version of the EDUC 310/311 syllabus (2007-2009) as conceptualized by Dr. Brent Davis.