Course Description
This course provides students entering the teacher education program opportunities to inquire into the context and nature of schooling as a key institution in a pluralist and democratic society. This course aims to illustrate how schooling is a site for competing politics and philosophies about the role of education in society and the work of teachers. As well, it examines the intersections between education and the social institution of media, where media encompass both transmission technologies and representational content. It builds from the premise that media education is a reflexive process that starts with teachers thinking through how they come to their understanding of what constitutes a good student, a good teacher, and a good education.

The course is organized around various themes: (1) the relationship between schooling and society and the competing purposes of schooling; (2) conceptions of social and ecological justice and the applicability of these conceptions to the understanding of contemporary schooling; (3) the connections among teaching, policy, and schooling; (4) the possibilities and limitations to develop teachers as inquirers and activists; (5) popular media as informal public pedagogies of citizenship and consumer culture; (6) dimensions of media representation process; (7) constructions of identities through engagements with media; and (8) models of media education.

Course Objectives
EDST 401 is designed to provide learning opportunities for students to:
1. Explore the relationship between society, education, schooling, and media;
2. Develop an understanding of the competing purposes that public schools serve in Canadian society and the implications for teachers;
3. Identify and critically assess key assumptions underpinning discussions of diversity and the different conceptions and practice of social justice in schools;
4. Understand the connection between politics and policy and the competing interests involved in the educational policy arena;
5. Explore relevant and current educational policy debates;
6. Develop an understanding of the current media and the implications for teaching in schools;
7. Define key concepts in media literacy and media education, including the strengths and limitations of critical media education, and discuss the major approaches used to study education and media;
8. Explore how identities are constructed and negotiated through engagement with media; and
9. Examine why and how popular media might be used as a pedagogical resource.
Course Structure
The course will involve a combination of mini-lectures, small group in-class activities, and discussion of assigned readings. Some of the readings may cover unfamiliar material. In order to participate effectively in class, students will be asked to use the following as a reading and note-taking guide that they will bring to each class: 1) synthesis of the reading in approximately one paragraph; 2) a response to the reading in one paragraph (e.g., a new idea or an example, discussion of a point of agreement or disagreement and the reasons for this stance, relating an idea to lived experience, discussion of the implications for teaching, etc.; 3) the positing of critical questions about the reading that will enhance the class’s understanding of course themes.

Course Outline
NB: Please note that more readings are listed here than should be assigned each week. Instructors of the course should make a selection of these readings. At least 80% of the readings in the course should be taken from the ones in this syllabus.

THEME 1: Purposes of Education and Schooling

Topic: School and society, competing purposes of education, schooling and citizenship

Guiding Questions:
1. What is the relationship between society, education, and schooling?
2. What are the purposes of education and schooling? Why do we teach?
3. What competing purposes do public schools serve in Canadian society today?
4. What type of citizens do these competing purposes envisage? What are the implications for teachers of these competing purposes?

Readings:
e%3F%20renewing%20conversation


/ftfulltextPDF?accountid=14656
Topic: Examining the assumptions underpinning diversity in Canada

Guiding Questions:
1. What does it mean to assert that Canadian society is diverse? How is "diversity" defined?
2. What are some of the assumptions about individuals and groups that constitute a claim of diversity?

Readings:


**THEME 2: Conceptions of Social Justice**

Topic: Social justice in education, tensions with ecological justice

Guiding Questions:
1. What are the key features of different notions of social justice (e.g., distributive, recognitive)? What are the implications for schooling as a way of achieving equity in Canadian society?
2. In what ways does social justice complement and contradict the aims of ecological justice? What are the ramifications for schooling?

**Readings:**


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**Topic: Different ways in which teachers have approached social justice issues**

**Guiding Questions:**
1. How have teachers attempted to teach about issues of inequality and inequity?
2. What can social justice look like in the classroom? What conceptions of social justice are evident in the classroom examples discussed? (See reading activity below)

**Readings:**
Select **ONE** of the following for a jigsaw activity: (students will sign up in class)


**THEME 3: Educational Policy and Teaching**

**Topic: Policy, values, and teacher roles**

**Guiding Questions:**
1. What is policy? Why are values important to understanding which policies become accepted in school settings?
2. How do teachers become shaped by, and shape, policy processes and practices?

**Readings:**


**Topic: Educational policy trends in BC: Foundation Skills Assessment**

**Guiding Questions:**
1. What are the various ways in which assessment can be used as a political tool?
2. How could you argue for and against the FSAs as a social justice measure?

**Readings:**


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**Topic: Educational policy trends in BC: Corporate involvement in schools**

**Guiding Questions:**
1. What are the arguments for and against corporate involvement in schools?

**Readings:**


Topic: Group inquiry into social justice and educational policy in BC

Guiding Questions:
1. What are the dominant and/or pressing social justice issues in BC schooling?
2. In what ways are these social justice issues evident (or not) in a selected BC educational policy?

THEME 4: Teacher Inquiry and Action

Topic: Teacher inquiry, teachers as researchers, teachers as activists

Guiding Questions:
1. What are the options for teachers to negotiate, accommodate, ameliorate, and communicate educational policies and practices? (e.g., teacher as researcher, teacher as activist)
2. What are the possibilities for teachers to participate in alternative sites of learning (outside of schools)? What are the benefits and drawbacks to this participation?

Readings:


**THEME 5: Popular media as informal public pedagogies of citizenship and consumer culture**

**Topic:** Media, democratic citizenship, and the role of the teacher

**Guiding Questions:**
1. What are media, media representations, and public pedagogies?
2. What approaches can be used to study education and media?
3. What are the implications of the new media landscape for young people, and what roles might teachers play in helping all children and youth to learn and become ethical participants in a democracy?

**Readings:**


**Topic: Inquiry into media ownership and control**

**Guiding Questions:**
1. Who owns media? Who controls media?
2. Why does media ownership matter in a democracy?

**Readings:** (Select one of the following articles)


We will use these websites for an in-class activity:

Media ownership and convergence in Canada
http://www.parl.gc.ca/content/lop/researchpublications/2012-17-e.htm

Columbia Journalism Review. Who owns what? Available:
http://www.cjr.org/resources

**THEME 6: Dimensions of the media representation process**

**Topic:** Media production and media products as texts to analyze

**Guiding Questions:**
1. Who created a particular media representation?
2. Within which historical, economic, and institutional context? Why?
3. For which audiences or with those interests in mind? How?
4. Which technologies were used in production and distribution?
5. What are some key concepts that help us analyze media language and representations?
6. What does it mean to say that the representation process is non-transparent?

**Readings:**

Hall, S. (2000). Heroes or villains?; and Stereotyping as a signifying practice. In J. M. Iseke-Barnes & N. N. Wane (Eds.), Equity in schools and society (pp. 97-109). Toronto: Canadian Scholars' Press. Available:

**Topic:** Audience interpretation and appropriation of media representations

**Guiding Questions:**
1. How do media producers try to capture the attention of different social groups?
2. What does the concept of the "preferred reading" mean?
3. How do people's social investments and identities influence their interpretations of media messages?
Readings:

THEME 7: Construction of Identities Through Engagements With Media

Topic: Children's and youth's engagement with popular culture in and beyond school and as a pedagogical resource

Guiding Questions:
1. What popular culture resources do children and youth use to shape their identities?
2. What difference might age, gender, sexuality, culture, class, religion, and immigrant status make in terms of how young people negotiate meanings of media texts?
3. What do target audience, data mining, and "advergaming" mean?
4. Why should teachers study popular media?
5. What are some considerations and strategies for using pop culture as a pedagogical resource?

Readings:
In pre-selected groups, students will read ONE of the following for an in-class jigsaw activity:


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**Topic:** Popular images of teachers and the construction of teaching identities

**Guiding Questions:**
1. What popular images of teachers exist?
2. How do these representations influence educators' constructions of teacher identity and expectations?

**Readings:**


THEME 8: Models of media education

Topic: Principles of media education and critical media education

Guiding Questions:
1. What principles of media education are needed given the current media system?
2. What is critical media education?
3. What are the strengths and limitations of this approach?
4. How might you use critical media education in your classroom?
5. How might you adapt your approach depending on the age of your students?

Readings:


Share, Jeff. (2009). The earlier the better: Expanding and deepening literacy with young children. In Media literacy is elementary: Teaching youth to critically read and create media (pp. 99-123). New York: Peter Lang.

We will use this website for an in-class activity:
MediaSmarts, "Find lessons and resources." Available:
http://mediasmarts.ca/teacher-resources/find-lesson
Topic: Mass-mediated contemporary educational issues and debates

Guiding Questions:
1. What constitutes a mainstream media editor's filter on who gets to say what?
2. How do you structure a piece of writing on education to fit an opinion page format?

Readings:
A paired example of op-ed pieces such as:
Bramham, Daphne. (2008, February 8). The last thing we need are race-based schools: Plans for an “Afrocentric” alternative for students with coloured skin run counter to Canada's history and aspirations, Vancouver Sun, p. C4. Available at: http://www.canada.com/vancouversun/news/editorial/story.html?id=0c53193d-87e2-44ae-ba07-0bed9d19ea45


Course Readings


Bramham, D. (2008, February 8). The last thing we need are race-based schools: Plans for an “Afrocentric” alternative for students with coloured skin run counter to Canada's history and aspirations, Vancouver Sun, p. C4.


**Web Resources**

British Columbia College of Teachers. Available at: [http://www.bcct.ca/default.aspx](http://www.bcct.ca/default.aspx)

British Columbia Teachers’ Federation. Available at: [http://www.bctf.bc.ca/](http://www.bctf.bc.ca/)


Canadian Centre for Policy Alternatives. Available at: [http://www.policyalternatives.ca/](http://www.policyalternatives.ca/)
Eduwonk blog. Available at: http://www.eduwonk.com/

Rethinking Schools Online. Available at: http://www.rethinkingschools.org/

The Fraser Institute. Available at: http://www.fraserinstitute.ca/


Course Requirements and Evaluation
As EDST 401 is a pass/fail course, students are expected to meet all criteria and standards equivalent to a minimum of B+ (76%) to receive a passing mark. In a professional and academic faculty, passing a course entails both good academic performance as well as active participation in learning activities. In cases where students fail to meet expected standards, they will have the opportunity to revise and resubmit written assignments. In such cases, the instructor will ask students to attach the first draft of their assignment and highlight the changes they have made to it in response to the instructor's comments. If students have two assignments that do not meet expectations or they continue not to meet expectations in participation or attendance, the instructor is required to complete an Interim Report, a copy of which is signed by the teacher candidate and the instructor and then filed with the Teacher Education Office and the Department of Educational Studies.

Instructors are responsible to provide students with timely, specific, and helpful responses to their written assignments. The Department of Educational Studies strongly recommends that when instructors hand back assignments to students, they provide written evaluative comments on a separate sheet (or electronically). Instructors can retain copies of these written comments in their files, and should a student request a letter of recommendation from an instructor in the future (e.g., if he or she applies to a graduate program), the instructor can draw from this accumulated written record. Instructors are also encouraged to use this record to keep track of any student who excels in all aspects of a particular course, and on the basis of that exemplary record, instructors are further encouraged to nominate such exemplary students for scholarships and awards.

Students are to complete the following assignments:

Assignment 1: Group inquiry into social justice and educational policy in BC
Suggested Weighting: 20%

Following your group presentation, submit a 1000-word summary of your analysis. You need to include references to course readings. Fifty percent of the summary can be group authored (but this must be clearly footnoted).

Suggested Assessment Criteria for Assignment 1:
Pass: (1) examines a BC-related educational policy and uses appropriate social justice framework; (2) presentation easy to follow (well organized argument; concise); (3) provides examples and explanations based on course readings; (4) no more than 50% is co-authored work.

Fail: (1) does not examine BC policy and/or neglects to use relevant social justice framework; (2) lacks examples; (3) lacks transitions between thoughts or fails to make an argument; (4) more than 50% is co-authored work, or unattributed.
Assignment 2: Choose one of the following options
   Suggested Weighting: 50%

Option 1: Basic essay option - Social justice, schools and teachers

Drawing on the discussions had in class during this course and ideas in readings, construct a 1500-word response to any ONE of the following questions or statements:

   i. What might be some of the possibilities and problems in enacting social justice within a school setting?
   ii. Politics is an important aspect of schooling. Discuss.
   iii. Teachers should refrain from taking a position on social issues. Discuss.

Option 2: Critical assessment of unit plan

Select either a unit plan that you have developed previously or a student learning resource unit developed by an organization. Examples include:


Surrey School District educators and BC Treaty Commission. (2010). Learning resource to accompany the DVD Nisga'a: Nisga'a: Dancing in both worlds. Available at: https://nisgaatreaty.wikispaces.com


Reflect on this unit in light of the perspective on social justice that makes most sense to you. Take into consideration such choices as the content of the unit plan, instructional strategies and areas of concern, the selection of texts and resources, the nature of assignments, and evaluation. As you develop your analysis, think about, and make explicit, a particular teaching context (e.g., the school where you did your practicum, another school with which you are familiar). What is the socioeconomic and racial profile of the surrounding neighborhood and the families whose children attend the school, and how might this affect the teaching of this unit? Explain whether and how you would use the unit in this context. How old are the students, and what difference would you anticipate this making? How and why would you supplement the resource? Paper should be 1500 words (typed, double-spaced).

Option 3: Teachers as knowledge translators

Increasingly teachers are required to translate changes in educational policy and practice for a variety of audiences, including parents and community groups. For this assignment
choose a topic from one of the units in the course and provide a summary that would be accessible for a chosen audience (e.g., parents). Draw on course readings and at least two other academic and non-academic sources, such as media articles and policy documents. Your summary should be 1500 words with a reference list attached.

Suggested Assessment Criteria for Assignment 2 (Options A, B, C):
Pass:  (1) easy to read (well organized; concise; proofread for grammar, spelling, and diction errors); (2) supports claims with citations from the document and examples; (3) demonstrates a synthesis of course concepts and themes and makes connections to pertinent course readings and class discussions; (4) includes your insights and conclusions.
Fail:  (1) contains recurring errors of grammar, spelling, diction, and/or organization; (2) lacks examples; (3) fails to demonstrate comprehension or application of course content; (4) lacks meaningful connections between theory and personal experience (relies on anecdote).

Assignment 3:  Choose one of the following options:
Suggested Weighting: 30%

Option 1: Diary of Media Use and Reflection on Media Ownership
Over one 24-hour period, keep a diary of media that you interact with and who owns it. What media did you see (print, TV, Internet, film), hear (radio, downloaded music), play with (games). Who owned it? Below is a website that may help you. You might have to do some independent research to find out the ownership of videogames (e.g., Nintendo -- Wikipedia lists it as a large multinational, Japanese-owned firm). Reflect on the patterns you discerned. Did you discover anything that surprised or troubled you? What are the implications of your findings for democratic citizenship? How might you adapt this assignment for the elementary or middle school children or secondary school youth you anticipate teaching? The paper should be about 5-pages (typed, double-spaced).

Columbia Journalism Review: who owns what?
http://www.cjr.org/resources/index.php

This site allows you to specify a media company (e.g., CanWest Global), and then it lists what that company owns. This site will not, however, allow you to work backwards from a product to the company that owns it. If you search for ownership of Google, and find that Time-Warner was interested in buying it in 2004, you can plug Time-Warner into the cjr site and learn that it owns AOL Instant Messenger, AOL.com portal.

Option 2: Cultural Analysis of the Media
Choose a media item to analyze. It might be a newspaper article, TV show, movie, videogame, or popular website. Select at least one episode, article, etc. The piece should have something to do with children/youth/educators and preferably with schools as well. Write a 5-page (typed, double-spaced) analysis, based on reflecting on such questions as:
a) What cultural information does the piece include?
b) What assumptions are made? Who are the assumptions made about? Why are these assumptions made? Do these assumptions seem to come from the perspective of a cultural insider or outsider?
c) What media education concepts are helpful to analyzing the piece?
d) What does the piece tell us about the worldview of its author/s?
e) What assumptions are made about children? Adults?
f) What assumptions are made about the meaning of education?
g) What assumptions are made about culture?
h) Who is present? Who is absent? Who is treated as other? Who is treated as the norm?

**Option 3: Critical Assessment of a Lesson or Unit Plan**

Select either a lesson or unit plan from the MediaSmarts website (http://mediasmarts.ca/teacher-resources) or a student learning resource unit related to media education developed by an organization (e.g., Teacher’s Guide. Frontline: “The Merchants of Cool,” available at: http://www.pbs.org/wgbh/pages/frontline/teach/cool).

Reflect on it in light of what you have learned in this course about the dimensions of the media representation process and about models of media education. Take into consideration such choices as the content of the unit plan, instructional strategies and areas of concern, the selection of texts and resources, the nature of assignments, and evaluation. As you develop your analysis, think about, and make explicit, a particular teaching context (e.g., the school where you did your practicum, another school with which you are familiar). What is the socioeconomic and racial profile of the surrounding neighborhood and the families whose children attend the school, and how might this affect the teaching of this unit? Explain whether and how you would use the unit in this context. How old are the students, and what difference would you anticipate this making? How and why would you supplement the resource? The paper should be about 5- pages (typed, double-spaced).

**Option 4: An Op-Ed or Personal Reported Essay on an Educational Issue**

Write a 600-word opinion piece or personal reported essay on an educational issue. A workshop on how to write this effectively and maximize your chances of getting your opinion piece published will be held in class.

Assessment Criteria for the Written Assignment:

Pass: (1) readable (well organized; concise, proofread for grammar, spelling, and punctuation errors); (2) provides examples; (3) makes a clear argument (e.g., supports claims, makes clear transitions); (4) highlights an important educational issue; and (5) includes your insights and conclusions.

Fail: (1) contains recurring errors of grammar, spelling, and punctuation; (2) lacks examples; (3) lacks transitions between thoughts or fails to make an argument; and (4) fails to address an important educational issue.
Relation to Standards for Educators in BC (Teacher Regulation Branch)
The readings, class discussions, and assignments in this course primarily contribute to
teacher candidates’ attainment of Standard 6: *Educators have a broad knowledge base
and understand the subject areas they teach*. This standard indicates that “Educators
teach students to understand relevant curricula in a Canadian, Aboriginal, and global
context. Educators convey the values, beliefs and knowledge of our democratic society.”
The course helps teacher candidates understand the differing views regarding the purposes
of education. Second, it enhances their awareness of current policy debates in education.
Third, it helps them to explore and understand the types of institutional and attitudinal
barriers that certain groups in Canadian society have experienced and how these barriers
have hindered full and equitable participation in schooling. Fourth, it helps them
understand the current media landscape and the implications for teaching democratic
citizenship. Given the pervasiveness and influence of media in our daily lives, beginning
teachers need to consider them alongside public schooling as sites of education and
miseducation of children and youth. The course helps teacher candidates to explore how
news and entertainment media serve as informal public pedagogies of citizenship,
consumer culture, and identity formation for children and youth.

This course also contributes to teacher candidates’ attainment of Standard 8: *Educators
contribute to the profession*. It includes a unit on “Educational policy and teaching” as
well as a unit on “Teacher inquiry and action,” where teacher candidates have the
opportunity to explore the idea of teacher leadership and the role of teachers as
“knowledge translators.”

Course Expectations
*Attendance, Participation, and Climate*
Essential to the educational experience, students are expected to attend all classes and
participate in both group and class discussions and activities. As this course focuses on
the differing and, at times, conflicting philosophies and pedagogies of education and
schooling, we must respect diverse ideas. As a class, we may not agree on all issues, but
we should feel the freedom to express our views that are not oppressive and degrading to
others.

In accordance with the Faculty of Education's attendance policies, students who must miss
a class should notify the instructor as soon as possible. Any absence should be discussed
with the instructor. Unexcused absences may result in a "Fail" or being required to
withdraw from the course. In the event that two or more classes are missed, the Teacher
Education Office will be notified. If students are absent for an assignment or unable to
complete an assignment due to illness, they must obtain a statement from a physician or
from Student Health Services to be submitted to the Teacher Education Office as soon as
possible. Students requiring an academic concession due to illness or extenuating
circumstances should contact the instructor as soon as possible. Please refer to the
“Attendance, Assignments and Performance” section of the Bachelor of Education
Program Policy Handbook for further details.
Criteria for Class Participation
In order to "pass", students need to show active evidence of having completed the required readings, listening actively, participating in group and/or class discussions, and treating others with respect. Conversely, a "fail" can result when students dominate or monopolize discussions and/or treating others disrespectfully, or when students make little or no contribution to discussions due to lack of preparedness.

In recognition that students have different learning styles and comfort levels in group and class dynamics, those who are reticent to discuss in class may submit written summaries and reflections of the required article readings; however, voicing and sharing one's thoughts in class is highly encouraged and welcomed in order to enrich the learning environment and academic discourse.

Late Assignments
If deadlines for assignments cannot be met, students are to notify the instructor in advance of the deadline, when possible, and negotiate an appropriate due date. If students submit two late assignments, the instructor will file an Interim Report with the Teacher Education Office. Late presentations will not be accepted and supplemental work may be required.

Academic Integrity
Students will follow UBC’s policy on plagiarism and academic misconduct and should refer to the "Academic Regulations" of the Bachelor of Education Program Policy Handbook and UBC’s calendar online under “Academic Misconduct”. Of note are the following policies taken from the latter's website:
http://www.students.ubc.ca/calendar/index.cfm?tree=3,54,111,959

1. Cheating, which includes but is not limited to falsifying any material subject to academic evaluation and using of or participating in unauthorized collaborative work.
2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Authorship of excerpts used must be acknowledged in the text, footnotes, endnotes, or another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated, and failure to provide proper citation is plagiarism as it represents someone else’s work as one’s own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before submitting any assignments.
3. Submitting the same, or substantially the same assignment, presentation, or essay more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.

Accommodations for Students with Disabilities
UBC has a commitment to accommodate students with special needs in its instructional programs. Students are responsible to make their needs known to the Teacher Education
Office Program Coordinator and arrange to meet with an Access and Diversity office advisor to determine for what accommodations/services they are eligible. Students can find more information in the Bachelor of Education Program Policy Handbook at: http://www.students.ubc.ca/access/disability-services/. Students are to inform their instructors of any specific accommodations that are needed for the class.

Religious Observances
Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to reschedule any academic assignment that is missed due to participation in a religious observance. Students are responsible to inform the instructor of any intended absences for religious observances in advance.