



EDUCATION 854 – 5
Teachers as Agents of Social Change
(Enroll # 12199)

Fall Semester 2009	Office:	By appointment before/after class
Meeting Dates: September 11, 12, 25, 26 October 9, 10, 23, 24 November 13, 14, 27, 28	Instructor:	Shirley Swelchalot Shxwha:yathel Hardman
Times: Fridays: 4:30 – 8:30 Saturdays: 9:00 – 4:00	Telephone:	604-702-2615
	Cell:	604-845-2615
Location: Schou Education Centre – 4041 Canada Way, Burnaby	Email:	Shirley.Hardman@ufv.ca
Room: Assembly Room except these Fridays: Sept. 11, Oct. 9 & Nov. 13—these classes will be in Conference Room		

DESCRIPTION

This course will explore/reclaim a sense of what teaching might be at its best, through investigating autobiography and identity, the social & political conditions of contemporary teaching, representations of teaching in film & literature, genealogies of teaching in Aboriginal and Western traditions, along with other historical and cross-cultural traditions. This will all be done with an eye toward determining for oneself, in conversation with others, what it means to think and act in educational settings as “agents of social change.”

GOALS AND LEARNING OUTCOMES

Schools and schooling are subject to competing claims. Educators and leaders need to understand the wider forces influencing educational practice, theory, and policy and to reflect (self)critically on claims originating from a wide variety of individuals and organizations including governments, teacher organizations, parent groups, student groups, school boards, cultural communities, and various social movements. EDUC 854 – 5 aims to help students develop the conceptual background and the language to evaluate the on-going public dialogue about the purposes and ends of education and to communicate their views effectively as professional educators.

The objectives of this course are to stimulate educational practitioner’s examination of their beliefs about education; to explore equality of educational opportunity; and to examine the implications of social justice philosophies and teaching practice. Topics explored include the competing purposes of education, identity(ies), poverty, multiculturalism, anti-racism, gender, sexual orientation, indigenous education issues, bullying, disabilities and gifted learning. A theme that runs throughout the course is the responsibility of the practitioner to critically reflect on his or her personal

assumptions about educational issues and the implications of those assumptions for ethical practice.

REQUIRED TEXTS

Custom Courseware Package (available for purchase from the bookstore)

Some readings are available on-line through the SFU Library and therefore have not been included in the Custom Courseware Package.

COURSE OVERVIEW

This course begins from the premise that critical to educational studies is that it cultivate the ability to think critically about the social context in which people teach and learn. Secondly, we move forward from a position that acknowledges multiple inequalities that influence access to, treatment in, and outcomes of schooling. Finally, as educators our actions are integral pieces of a movement for change and towards building a more just, caring society. This means that, as educators, our daily actions are influential and powerful in that they influence and mold the attitudes and perceptions of the (impressionable) minds we seek to teach.

As educators we must understand teaching and learning within the complexities of inequalities.

Further to that, this course seeks to prepare individuals who are knowledgeable, skillful, flexible, and compassionate in their professional practice and who are guided by a sense of social and ethical responsibility in relation to the communities in which they work.

GRADING

1.	Critique of Class Reading – Peer learning / Facilitation (2@ 5%)	10%	
2.	Class group work and participation	10%	
3.	Looking at yourself – Defining Moments in Education	20%	
4.	Reflexive/Reflective or Professional Journals (5 journals)		20%
5.	Final Presentation and Paper	40%	

ACADEMIC HONESTY AND STUDENT CONDUCT

Plagiarism, whether intentional or unintentional, is a form of academic dishonesty that can lead to a failing grade for the course and to suspension from the University. As defined in SFU policy

(<http://www.sfu.ca/policies/teaching/t10-02.htm>) “plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.” Plagiarism involves taking the words, ideas, or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information, see

<http://www.sfu.ca/policies/teaching/t10-03.htm> or

http://learningcommons.sfu.ca/hot_topics/academic_integrity.php or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.