

**EDU100**  
**Contexts of Education**  
**3 Credits**

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# EDU100 Version: 1



## Contexts of Education

### Calendar Description

This course provides an introduction to education with an emphasis on exploring what it means to be a teacher in contemporary society. Education is explored in different contexts and from the following perspectives: historical, sociological, philosophical, Indigenous, political, and ethical. While the main focus of this course is teaching in Alberta K-12 schools, comparisons are also made with education in other contexts.

### Rationale

Teaching is a many-sided, complex occupation and its complexity can be appreciated more fully through insights into the multiple roles and perspectives of teaching as they are defined by individual teachers, the school classroom and the general society. EDU100 utilizes a combination of field-based and classroom experiences to help students become familiar with the scope and expectations of the role of the teacher, the framework within which teachers work, and ultimately help to direct future career choices in education.

### Prerequisites

English 30-1 or equivalent

### Co-Requisites

None

### Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. become aware of their assumptions and expectations of teaching as a profession, and begin to develop their identity as a teacher.
2. recognize the role of various bodies governing the teaching profession in K-12 schools and the political structures and policies related to schooling.
3. explore teaching, schooling, and student diversity from multiple perspectives to understand social and political issues in education and their implications for practice today.

4. explore ways in which teachers can effect change within the classroom, school and community.
5. conduct a systematic, field-based inquiry into how teachers (and students) carry out their roles within the classroom and the wider school context to assist in developing an appreciation of the school environment and the various roles, demands and complexities associated with teaching as it occurs in today’s social organizational setting.

## Resource Materials

### ***Required Textbook(s):***

Selected readings as assigned by the instructor.

### Sample reading:

Marzano, R. J. (2005). *A handbook for classroom management that works*. Alexandria, VA:

Association for Supervision and Curriculum Development.

## Conduct of Course

This is a 3 credit course with 3 hours of lecture and 1 hour of asynchronous online lab time per week and a 30-60 hour observation practicum.

## Evaluation Procedures

This course is an alpha/numeric graded course. Students must complete all required course activities and assignments including the student-teaching experience to obtain credit for EDU100. The following is a breakdown of how the course evaluation is derived.

<b>Assessment Component</b>	<b>Objective</b>	<b>Weight</b>
Professional On-line Discussions	1, 3 & 5	20%
Microteaching presentation	1 & 4	20%
Practicum Reflection Activities	1,2, 3, 4 & 5	20%
Professional Portfolio	1, 2, 3, 4 & 5	20%
Final Exam	1, 2, 3, 4 & 5	20%

### **Please Note:**

- Meeting deadlines is critical in being prepared to teach; therefore, the deadlines are firm (there may be penalties for late submissions unless EXTREMELY significant extenuating circumstances exist, in which case a written explanation would be required for consideration of the course instructors).
- *Students who are absent for the final essay examination are required to provide medical documentation indicating sufficient reason for absence before they are allowed to take a make-up examination.*

Professional On-Line Discussion/Journaling:

Students are expected to maintain a professional journal throughout their EDU100 experience. Journaling is an opportunity for students to demonstrate their knowledge, comprehension, analysis, and synthesis of readings, discussion, activities, and school visits. Journaling for this class will occur in an on-line collaborative environment.

Class Presentations (Micro-Teaching):

Each student presents a 10-15 minute mini-lesson to the EDU class. Students are free to choose any topic they wish (pending instructor approval). Proper lesson plan formatting and teaching style are the focus for assessment and evaluation of these assignments.

Practicum Reflections Activities:

Throughout your school visitations, you are expected to complete reflective observational activities that focus on topics such as classroom management, roles of the teacher, effective planning, and school climate.

Portfolio Presentation:

Each student creates a professional teaching portfolio. The portfolio is your opportunity to present your skills and abilities, successes, and growth pertaining to your possible future career as a teacher.

Final Examination:

A comprehensive essay examination is held at the end of the course. Further instructions on this examination are given in class.

**No supplemental assignments or examination re-writes are permitted in this course.**

**Grade Equivalents and Course Pass Requirements**

*A minimum grade of D (50%) (1.00) is required to pass this course.*

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

**Students must maintain a cumulative grade of C (GPA - Grade Point Average of 2.00) in order to qualify to graduate.**

**Attendance**

Regular attendance is essential for success in any course. Absence for any reason does not relieve a student of the responsibility of completing course work and assignments to the

satisfaction of the instructor. Poor attendance may result in the termination of a student from a course(s).

If you do not meet the established attendance requirements (minimum of 80%), your instructor can recommend that the Registrar withdraw you from the course. A failing grade of RW (Required to Withdraw) appears on your transcript.

In cases of repeated absences due to illness, the student may be requested to submit a medical certificate.

## **Course Units/Topics**

### **Unit 1: The Teaching Profession**

1. Why do you want to teach?
2. Challenges in teaching
3. What's it like to teach?
4. Essential knowledge
5. Teacher certification
6. Exploring Curriculum
7. Professional conduct

### **Unit 2: Social and Cultural Contexts of Schools**

1. Aims of education
2. Schools as social institutions
3. Cultural diversity and multiculturalism
4. Social problems

### **Unit 3: Effective Instruction**

1. Introduction to lesson and unit plans
2. Positive learning environments
3. Learning styles and instructional strategies
4. Principles and purpose of assessment and evaluation

### **Unit 4: Leadership**

1. Professional organizations
2. Lifelong learning and leadership beyond the classroom



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