



COURSE OUTLINE

TE 260

Prepared: General Arts and Science Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

| | |
|---|--|
| Course Code: Title | TE 260: STUDENT DIVERSITY AND SCHOOLS |
| Program Number: Name | 1115: GAS-UNIV TRANSFER |
| Department: | GENERAL ARTS & SCIENCE |
| Semester/Term: | 17F |
| Course Description: | This course will examine the impact of diversity on students and educational systems through the consideration of the historical and philosophical foundations of schooling, the impact of diversity on student’s participation in the system, and the characteristics of effective teaching practice to meet the needs of diverse learners. Students may complete volunteer hours in an elementary or secondary school. |
| Total Credits: | 4 |
| Hours/Week: | 4 |
| Total Hours: | 60 |
| Vocational Learning Outcomes (VLO's): Please refer to program web page for a complete listing of program outcomes where applicable. | <ul style="list-style-type: none"> #1. Develop, through general knowledge gained in a wide range of subjects, insight into both self and society. #2. Develop flexibility and clarity of both thought and expression in order to develop communications competence to a level required by business and industry. #3. Understand and utilize critical thinking processes and problem solving techniques. #4. Examine and evaluate various aspects of our changing society to assist in developing a sense of personal and social responsibility as a citizen in society. #5. Employ basic vocational, skills drawn from the areas of the Humanities, Social and Behavioural Sciences of Vocational Studies (Business, Technology). |
| Essential Employability Skills (EES): | <ul style="list-style-type: none"> #1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication. #5. Use a variety of thinking skills to anticipate and solve problems. #6. Locate, select, organize, and document information using appropriate technology and information systems. #7. Analyze, evaluate, and apply relevant information from a variety of sources. #8. Show respect for the diverse opinions, values, belief systems, and contributions of others. #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. |



COURSE OUTLINE

TE 260

Prepared: General Arts and Science Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

#10. Manage the use of time and other resources to complete projects.
#11. Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

Evaluation Process and Grading System:

| Evaluation Type | Evaluation Weight |
|-------------------------|-------------------|
| Comparative Education | 10% |
| Educational Issue | 10% |
| Philosophy of Education | 15% |
| Reflection | 10% |
| Teaching a Lesson | 15% |
| Tests(two) | 40% |

Books and Required Resources:

No Text is Required

Course Outcomes and Learning Objectives:

Course Outcome 1.

Compare and contrast educational systems.

Learning Objectives 1.

- Distinguish between the different educational philosophies that have guided the systems of education in various different cultures,
- Evaluate the strengths and weaknesses of these different views

Course Outcome 2.

Identify and explain the reasons for, and composition of, curriculum in schools in Ontario.

Learning Objectives 2.

- Discuss the content of curriculum that is being taught
- Discover the reasons why the curriculum is being taught



COURSE OUTLINE

TE 260

3

Prepared: General Arts and Science Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

- Research current educational curriculum documents in terms of goals and outcomes
- Identify the roles of government in education and curriculum
- Explain the roles of the various parties in terms of deciding curriculum
- Identify the hierarchies within, and the roles of the professionals in, Boards of Education

Course Outcome 3.

Describe the characteristics of an 'effective' school.

Learning Objectives 3.

- Explore the different definitions of the word 'effective' as it relates to the needs of different communities
- Discuss the different perceptions that different generations may have of effective schools
- Describe the ethics, values and dispositions of effective professional educators

Course Outcome 4.

Describe the characteristics of an 'effective' teacher.

Learning Objectives 4.

- Explore the different characteristics of an effective teacher and what that means to each individual
- Explore, individually, the characteristics that they possess that may lead them to become effective teachers
- Describe the ethics, values and dispositions of effective professional educators

Course Outcome 5.

Describe different ways in which schools respond to student diversity and social issues.

Learning Objectives 5.

- Explain the meaning of diversity in the classroom



COURSE OUTLINE

TE 260

4

Prepared: General Arts and Science Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

- List the current social issues and diversity that make up the classroom
- Explain how issues such as equality of educational opportunity, desegregation, gender, multi-ethnic classrooms, poverty, homelessness, abuse, teenage pregnancy, bullying, learning disabilities etc. have an impact on the classroom
 - Discuss the responsibility the teacher has in addressing and meeting the needs of the diverse classroom

Course Outcome 6.

Analyze current and controversial educational issues in terms of professional ethics, the teacher and the law.

Learning Objectives 6.

- Discuss professionalism and ethics as they relate to teacher conduct
- Define professional dispositions
- Demonstrate professional dispositions as a future educator

Course Outcome 7.

Analyze and explain the various philosophical bases upon which education in North America stands.

Learning Objectives 7.

- Recognize and distinguish between the major philosophies such as idealism, realism, pragmatism, constructivism, existentialism, etc.
 - Identify the influence of these philosophies in the current educational systems
 - Evaluate the pros and cons of each philosophy
 - Review the elements of the philosophies as they are apparent in classroom visits and in individual lesson presentation
 - Write a personal philosophy of education

Course Outcome 8.

Analyze and discuss trends and future of education.



COURSE OUTLINE

TE 260



Prepared: General Arts and Science Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Learning Objectives 8.

- Identify the changing roles that technology plays in education
- Discuss the different ways of using social media effectively within the classroom (cell phones, twitter, Instagram , tablets, etc)

Course Outcome 9.

Demonstrate the ability to be reflective about the individual learning process.

Learning Objectives 9.

- Keep reflective journals on school visits, and educational issues and on individual learning performances

Course Outcome 10.

Teach a 30 minute lesson.

Learning Objectives 10.

- Provide an accurate rationale and description of a lesson
- Outline a lesson plan showing outcomes
- Use Bloom's Taxonomy in writing learning outcomes
- Evaluate own performance and provide feedback of others' lessons

Date:

Wednesday, August 30, 2017

Please refer to the course outline addendum on the Learning Management System for further information.