

**University of Ottawa
Faculty of Education**

**EDU 5101
Educational Perspectives
*Fall 2016, Online***

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Office Hours: Wednesday 3:00-4:30 pm in person, via phone, or Skype. If you cannot make that time, then you can make an appointment.

Teaching Assistants: To be announced

For those who need to contact us, do not hesitate to do so at any time via e-mail. We have also created a discussion board called *social cafe*. If you have a general question about the course material, or how to find something, please post it there. As a professional learning community, we encourage you to help each other navigate the course content and Blackboard Learn at the *social cafe*. Please help each other to respond to our inquiries there.

Class Location: [Virtual Campus](#)

COURSE OUTLINE

Calendar Description

Overview of key concepts, actors, practices and forms of organization in education; examination of diverse contexts and forms of education and their place and function in society; critical discussion of historical and contemporary debates in education.

Background

Educational research is an intellectually dynamic and ever changing field. For educational stakeholders engaging the processes of situating and defining what constitutes differing educational perspectives remains a historically situated and contested debate. Each week we will try to reconceptualize and complicate our historical, present, and future understandings of the discrepancies between various perspectives, which in turn inform the broader field of educational research and policymaking in terms of their place and function in society. Moreover, our weekly readings and online discussions will critically examine how such differing perspectives create tensions among different stakeholders.

Course Rationale

Educational Perspectives 5101 is part of the extended program and designed to:

- 1) Introduce key concepts, actors, practices and forms of organization in education;
- 2) Understand the different kinds of education and their role in society; and
- 3) Engage each other in discussions that address the possibilities and limitations put forth within different historical and contemporary educational debates.

Course Expectations:

By the end of the course students should be able to:

1. **Demonstrate an understanding** of the key concepts that exist within educational research and its respective discourse;
2. **Describe** the differing perspectives that inform the research and work of different educational stakeholders;
3. **Analyze** and **synthesize** the educational theories, which inform such differing perspectives; and
4. **Develop** the necessary **academic writing** skills to clearly **communicate** and **represent** your **self-understanding** in relation to the **course content**; and
5. **Nurture** an **appreciation** that strives to be more creative with the iterative **processes** of **academic writing** prior to sharing your **thoughts** for publication on our virtual community's discussion boards and course assignments.

Through small group work, presentations, individual assignments, and thoughtful discussions, you are expected to critically engage course material, as well as develop educational perspectives that take into account the major educational trends and issues covered in this course. The format of the course will vary each week according to content and will be organized to encourage your participation. This means that your thoughtfulness and engagement is both valued and important. At various points throughout the course, we will potentially cover difficult and controversial knowledge, and thus an important expectation is that all participants will be committed to creating an intellectually stimulating, "safe" (if there is such a thing), and respectful class atmosphere.

Required Readings:

Dewey, J. (1938). *Experience & Education*. New York, New York: Touchstone.

McGregor, H. E. (2010). *Inuit Education and Schools in the Eastern Arctic*. Vancouver, British Columbia: University of British Columbia Press.

Britzman, D. (2009). *The Very Thought of Education: Psychoanalysis and the Impossible Professions*. New York, New York: State University of New York Press.

All of the assigned journal articles can be found through the University of Ottawa E-Journal Database or online utilizing any search engine or on the Virtual Campus course website. A list of the required articles will be provided on the first night of classes.

The required books are available at the Agora Bookstore at 145 Besserer Street, Ottawa, ON K1N 6A7, books@agorabookstore.ca, Tel: 613-562-4672 x 28, Fax: 613-241-1401. Feel free to order them online. The kindle edition is often less.

General Course Expectations

Student Responsibilities:

1. Through small group work, online discussions, as well as individual and group writing assignments you are expected to critically engage the course material. You are also to develop educational perspectives that take into account the major international, national, and provincial movements covered in this course. The format of the course will vary each week according to content and will be organized to encourage your online participation. This means that your thoughtfulness and engagement is both valued and important. At various points throughout the course, we will potentially cover difficult and controversial knowledge, and thus an important expectation is that all participants will be committed to creating an intellectually stimulating, “*safe*” (if there is such a thing), and *respectful online atmosphere*.
2. Students are expected to complete required readings in each module before engaging any online activities. ***It is imperative that you take time to do the course readings prior to doing online activities.*** You should set aside at least **10 hours each week** to do the course readings and related online activities. It will make our discussions and your assignments richer. In all of the writing assignments you must demonstrate an analysis and synthesis of your knowledge and understanding of the course readings.
3. Please, follow the instructions for your written assignments. **Always** include a **title/name/date** for your work. **When submitting a digital copy of your work to the professor**, make sure to include your **full name** in the **saved file name** and **title of assignment**. Make sure to read over course assignment instructions prior to beginning assignment or contact the professor with questions about the assignment.
4. For your protection, always **keep a hardcopy** of your written assignments. In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your written submissions.

Access Services: For students needing adaptive measures: If barriers might prevent you from integrating into university life and you may need adaptive measures to progress (physical setting, accommodations for assignments, arrangements for exams, learning strategies, etc.), please contact ***Access Service*** right away:

- In person at the Desmarais Building, Room 3172, Laurier Avenue East;
- Online at <https://web3.uottawa.ca/sass/apps/ventus/student/>, or
- By phone at 613-562-5976 - TTY: 613-562-5214.

Access Service designs services and implements measures to break down barriers that would otherwise impede the learning process for students with health problems (mental or physical), visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities. It is the responsibility of the student to register with access services in order to receive adaptive measures. For more information about the services available, please see the guide at <http://www.sass.uottawa.ca/access/students/>.

Academic Fraud

Students are advised to become familiar with the University of Ottawa's policy regulations on academic fraud. The University of Ottawa's regulations on academic fraud, as stated in the Teacher Education Calendar (pp. 6-8), apply in this course. It is imperative that any ideas or styles of writing that are not yours are properly referenced and will need to be done in compliance with American Psychological Association (6th ed.) style guidelines. Failure to properly reference places you in a situation of academic fraud. Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark F for the work in question to being expelled from the University, and even the revocation of a degree, diploma, or certificate already awarded. For useful guidelines to help you avoid plagiarism, please consult the following web pages:

http://web5.uottawa.ca/mcs-smc/academicintegrity/message_vp.php

http://sass.uottawa.ca/sites/sass.uottawa.ca/files/plagiarism_3.pdf

<http://sass.uottawa.ca/sites/sass.uottawa.ca/files/plagiarism.pdf>

Attendance

The Faculty of Education policy that regular attendance in classes, seminars, and workshops is compulsory applies to this course. Any student who is unable complete their weekly online responsibilities must notify the instructor before their scheduled due dates.

Late Assignment Policy: Assignments which are submitted after the due date without an agreed upon extension are considered late assignments. The penalty on late assignments in all courses amounts to a grade loss of 5% per day up to a maximum of 10 days, after which time assignments will not be accepted. Submission of late assignments requires my prior consent and written verification of a medical professional or due to compassionate reasons necessitating a deadline extension. In the event of extraordinary personal circumstances that prevent completion of an assignment by the specified due date, students should speak with the instructor as soon as possible.

University Policy on Sexual Violence: The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit www.uOttawa.ca/sexual-violence-support-and-prevention.

Course Evaluations: Please take the necessary time to complete the course evaluations. The Faculty of Education and University of Ottawa use these course evaluations to assess professors' annual teaching competencies in relation to online courses. More importantly, the evaluations provide invaluable feedback to the professor who can then make the necessary revisions to enhance future students learning experiences. The online evaluation forum for this course will be open from **November 15th to November 25, 2016**.

Assignments and Evaluations

Your final grade will be determined arithmetically first by reducing the numerical grades for each assignment in accordance with each assignment's percentage value of the final grade (listed immediately below). Once summed, the individual figures yield a total that is the percentage grade for the course.

Assignments		Due Dates
1) Educational Biography	(10%)	Sept. 23 rd
2) Reader Response	(25%)	Oct. 7-Dec. 2 nd
3) Perspectives Analysis Essay	(25%)	Nov. 4 th
4) Final Essay	(30%)	Dec. 5 th
5) Online Community Discussions Report	(10%)	Dec. 9 th

Educational Biography (10%): In *Module 3* you will be introduced to the life writing as a research methodology within the broader field of educational research. In turn, you will have an opportunity to draw on the readings, online activities, and respective educational perspectives put forth in *Modules 1* and *2* to write a storied account of your educational biography. Part of life writing research is developing a capacity to draw on educational research to **analyze** and then **synthesize** the ways in which your “lived experiences” within contexts of schools—with principals, teachers, other students, the school curriculum—have worked to shape your perspectives about the world and others. For this assignment you are therefore asked to consider the following question: What has been your "lived experiences" within the contexts of formal education (i.e. public, private, home schooling, or university)? Please make sure to draw on (cite) the readings, videos, and debates put forth in the media to support your autobiographical response to this educational question.

This is a formative writing assignment. Consequently, you are encouraged to take risks with your academic writing (*500 words max, not including references*). The professor and teaching assistants will utilize this assignment to *assess your capacities to use APA referencing* in relation to your *analysis* and *synthesis* of your *past educational experiences*. The following are examples of potential writing styles for your biographies: [Migrant Consciousness](#), or [Exploring Identity](#). Also consult the works of Cynthia Chambers, Erica Hasebe-Ludt, and Dwayne Donald.

Reader Response Commentaries (25%): Students must sign-up by **September 23rd** to present an online reader response over the course of this term. As part of this assignment you will be responsible for taking up one of the mandatory readings for a given week. The sign-up sheet will be available as a Google document and have a limited amount of spaces for the readings that are assigned each week. We will send a link and/or invite you to sign up for the document on September 14 at 5:30 p.m. The due dates will be outlined in the reading schedule, which you will receive on September 9th. Consult this schedule to choose which reading you would like to respond to.

Your response should stimulate an ensuing conversation about your chosen article. The response need only focus on one of the assigned readings for the week in question. But you can also make reference to the other articles covered prior to and for that class. **Assuming that each student, including myself, has read the assigned readings, the response should not be a summary of the article.** Instead, you should utilize the articles or book chapters as a methodological filter, if you will, which in turn informs your commentary on the historical and/or contemporary educational perspectives and/or issues you decide to complicate and put forth to your fellow graduate students. You must **send a draft** of your response to the editorial team **at least one week prior** to posting this assignment on its respective **Module Discussion Board** in order to receive formative feedback on your writing. This is an opportunity for you, the teaching assistants, and I to provide copyediting feedback on your academic writing. It also gives us

sense of where you are at in terms of your current academic writing skills. Moreover, it gives each of you a sense of our writing assessment expectations. This assignment seeks to prepare you for the final essay writing expectations and to write well for other courses in our program.

I am hoping everyone will think of this online course, as a writing workshop to help prepare you to improve your academic writing as you move forward in the program to either complete your synthesis paper or thesis. As such, you will be grouped into small online professional writing groups. In those groups I want you to help each other edit your writing prior to submitting it to me. Once you have completed an approved final draft of your reader response, post it on the discussion board associated with its specific online course module. In this assignment, I encourage you to *play* with the *theoretical underpinnings* of each article or book chapter. What speaks to your *educative experiences* both historically and presently? How do the various theoretical concepts inform your educative perspectives on past, present, and/or future lived experiences both inside and outside the institutional walls of schooling? Or, how can your lived experiences inform or create tensions with differing educational perspectives put forth in the articles or book chapters? Your commentary must be between 750-1000 words (which is 3 to 4 pages double-spaced in 12 font Times New Roman, no more than 1000 words, not including references). The reading responses will commence during week four of the course. I will send out the link to the Google docs sign-up sheet on September 16th, 2016. Click on this [link](#) for an example.

Educational Perspectives Analysis Paper (25 %): For this assignment you will draw on the course readings and differing educational perspectives to analyze a chosen artifact. The artifact can be a curriculum policy document, a textbook, a school board policy, a film clip or YouTube clip, a newspaper or magazine article, a photo, art, historical documents that depicts teacher and/or student engagement with an aspect of educational policy. You can be creative in terms of your choice of artifact. However, make sure to discuss your final choice with Dr. Ng-A-Fook. He will support any choice that that affords you an opportunity to engage the course readings and respective educational perspectives that support your final analysis.

Here are some questions you might consider while writing up your analysis: Why does the chosen artifact speak to you? What kinds of educational perspectives are represented through and within the artifact? How has your analysis of the artifact and readings enabled you to discuss the possibilities and limitations of different educational perspectives? What kinds of assumptions are being made? Who is being represented in your artifact and who is being silenced? Are there any stereotypes and prejudgments? What kinds of knowledges and/or representations are being reproduced, reconceptualized, reconstructed, subverted, and/or challenged? What kinds of connections are you able to make among the artifact, readings, and your lived experiences either inside and/or outside the institutions of public schooling?

This writing assignment will afford you an opportunity to practice and develop the following:

1. Quality of writing in terms of style (aesthetics of referencing, narrative structure, etc.);
2. Ability to utilize the educational perspectives (theories) put forth in readings to analyze/make connections with chosen curriculum artifact; and
3. Critical thinking related to analysis of such historical and contemporary connections.

Finally this writing assignment provides you an opportunity to experiment with your writing as an educational research and with various ways you are utilizing the readings to reread the historical and present reproduction, representations, subversions of certain educational perspectives, identities, cultural marginalization, ideologies, social justice policies, etc. found within your chosen artifact. **This assignment is due on November 4th, 2016. The paper should be between 6-8 pages not including references.** See the following essay for an example: **The Tragically Hip**.

Final Educational Perspectives Paper (30 %):

In the coming weeks, you should take the opportunity to review the work of educational researchers who have published their research in the approved educational journals for this course (*You can find a list of those approved journals at the end of the syllabus*). For example you might want to write on an educational reform movement within a given subject area or profession, on a certain educational perspective (or theory) put forth by an educational researcher/theorist (like psychoanalysis, cultural studies, post-structuralism, postmodernism, etc.), or on the differing educational debates that inform the work of policymakers, researchers, administrators, and educators.

You might also want to take up the work of different scholars to analyze a novel, film or television episode (Breaking Bad, Harry Potter, School of Rock, The Class, as some examples). If you choose a film, what kinds of educational perspectives are being represented? What are their possibilities or limitations? For example the School of Rock can be analyzed for and against contemporary perspectives on assessment. Or, you can draw on readings to analyze policy document for a given subject area (Mathematics, Science, Language, History, Physical Education etc.). Feel free to suggest other ideas for final papers. The only **requirement** is that you **utilize the course readings** and/or draw on articles that are found within any of the educational research journals to conduct your analysis (you need to demonstrate your knowledge and understanding of course content and/or themes, or theoretical concepts). Some of you might want to continue working on either your reader response or midterm analysis as your final paper. Both of these options are fine. You should make reference to at least 10 different articles, books, and/or book chapters in your final paper.

Regardless of the chosen topic, the final paper should include the following sections:

- 1) Write an introduction that ***provides an overview*** of what your paper will address. You can begin your paper with an autobiographical narrative, an example from the media, a story, movie, etc. But at the end of this section, you ***should indicate to the reader*** what the rest of your paper will address;
- 2) ***Research and write a literature review*** section of any relevant articles within the ***course readings*** and/or approved ***educational research journals*** that speak to your topic of interest; and then
- 3) Utilize course readings, other articles or book chapters, and what you learned from online discussions to ***analyze and synthesize the possibilities and limitations*** of differing educational perspectives in relation to your topic of interest. Or how different scholars' research might help to ***complicate our prior assumptions and/or historical and present understandings*** of your chosen topic of study.

The paper should be between ***2000-2500 words*** long. You must include a ***cover title page***, abstract with your final paper submission. Make sure to follow the ***most recent APA referencing style***. Make sure to draw upon your peers for support to edit an initial first draft of your final paper.

A ***first draft*** should be posted and shared within your small group discussion no later than ***November 25th, 2016*** and will be worth ***10%***. You will receive the full ***10%*** if your first draft is complete and shared with your peers to review by the set date. You can arrange among yourselves in the small groups who might review each other's papers. The final draft of the paper is due no later than ***December 5th, 2016*** and is worth ***20% (5% for abstract and 15% for final paper)***. See the following website for examples of final papers: www.curriculumtheoryproject.ca. **Final Assignment Assessment Breakdown:** First draft (10%); Abstract (5%); and Final Draft (15%).

Online Professional Learning Community Discussions Report (10%):

As you all know this is an online course. Consequently for some of us this platform might be the first and only time we meet and work together as (an online) a professional learning community. Our hope is that the virtual campus platform through which the course is taught does not become an online repository for our work; where such work is merely posted for the professor then to assess. Rather our radical hope for this course is that we are able to develop an online community that is committed toward sharing thought-provoking ideas about differing educational perspectives as well as challenging each other to extend them beyond where we each of us started before taking this course. How might we all generate what Pinar (2006) has called elsewhere a “complicated conversation” from week to week (p. 169)? In response to this question, I encourage each of you over the course of the term to respond to your peers’ posted reader responses, drafts of the writing assignments in your small groups, and general weekly discussions on the discussion boards.

Commencing in Module 4, each week 3-4 students will be responsible for posting their reader responses on the associated discussion board and you in turn are encouraged to discuss your interpretations of the readings in relation to their responses. This will be a central point of departure for our online discussions. There is not set quantitative limit on your responses. ***However, I do hope to see you push the qualitative dynamic of your responses to each other on a weekly basis. The only time requirement is that you respond to the reader responses within one week from the time that they are posted.*** In turn, we can move on to the readings and course discussions following week as a collective. Pick and choose what interests you in terms of your responses. If a member of your small group discussions is sharing their reader response one week, take the time to respond to other students who are not in your group. This in turn will help to diversify our weekly conversations in response to the readings and reader responses. ***Feel free to respond via a video or audio clip as an alternative format.***

At the end of the course you will write a brief critical reflective commentary (2-3 pages) on your engagement and participation with the online community discussions. Discuss what you have since learned about the differing educational perspectives in terms of their possibilities and limitations. Make sure to provide examples from the online discussion themselves and what you were thinking at the time, and what you now think of your initial engagement in terms of what you have learned. You can provide the examples as direct quotes and/or screen captures. You only need reference your online activities for this commentary. ***This commentary is due no later than December 9th, 2016. Make sure to include your full name and assignment title in the saved file name. Finally, you will give yourself a letter grade (A, B, C) that you think best represents the qualitative aspect of your engagement and participation with the online community discussions.*** The professor will then make a qualitative judgment on the final letter grade based on the evidence and commentary you present.

Possible Educational Research Journals you might consult:

- 1) Transnational Curriculum Inquiry
- 2) Journal of Curriculum Studies
- 3) Journal of Curriculum Theorizing
- 4) Journal of Curriculum Inquiry
- 5) Journal of Curriculum and Pedagogy
- 6) Journal of Curriculum and Teacher Dialogue
- 7) Curriculum Theory Network
- 8) Language, Curriculum, and Culture
- 9) Journal of the Canadian Association of Curriculum Studies
- 10) Journal of the American Association for the Advancement of Curriculum Studies
- 11) Canadian Journal of Education
- 12) Inside Education
- 13) Contemporary Issues in Technology and Education
- 14) Education Policy Analysis Archives
- 15) Educational Researcher
- 16) Harvard Educational Review
- 17) Journal of Second Language Teaching and Research
- 18) Studies in Second Language Learning and Teaching
- 19) Second Language Research
- 20) Second Language Studies
- 21) British Journal of Educational Technology
- 22) Educational Communication and Technology
- 23) Australian Journal of Educational Technology
- 24) Journal of Educational Technology
- 25) Canadian Journal of Counselling
- 26) Canadian Journal of Counselling and Psychotherapy
- 27) The European Journal of Counselling Psychology
- 28) British Journal of Guidance & Counselling
- 29) Educational Studies in Mathematics
- 30) Journal for Research in Mathematics Education
- 31) ZDM Mathematics Education
- 32) For the Learning of Mathematics
- 33) Canadian Journal of Mathematics, Science, & Technology Education
- 34) International Journal of Science and Mathematics Education
- 35) Educational Studies in Mathematics
- 36) Advances in Mathematics Education
- 37) Journal of Mathematics Teacher Education

Visit the E-journal database available through the University of Ottawa Library for other educational research journals that might interest you. If there are other journals that you would like future students to consult, please send me the link for approval. Once approved, I will add to this list for all students to consult.

Grading framework:

Grades are awarded according to the following scale:

Grade	Percentage	Description
A+	90 - 100 %	Exceptional
A	85 - 90 %	Excellent
A-	80 - 84 %	Excellent
B+	75 - 79 %	Very good
B	70 - 74 %	Very good
C+	65 - 69 %	Good
C	60 - 64	Fail

All grades below C (60-64 %) are failing grades for graduate students.