Curriculum & Pedagogy in Intermediate/Senior Family Studies EDUC 5210

Full Year: Mondays 8:30 a.m. – 10:30 a.m. and Wednesdays 8:30 a.m. – 10:30 a.m., Room # 2015

Office Hours: Mondays and Wednesdays 10:30 a.m. – 12 noon
Room: 1078
Email: doshea2@uwo.ca

Calendar Copy:
EDUC 5210 Curriculum & Pedagogy in Intermediate/Senior Family Studies
A focus on the theoretical premises of planning and implementing suitable curricula in the various areas of Family Studies, and on instructional strategies, learning activities, and curriculum development. Attention to resources, assessment and evaluation procedures, and current issues in Family Studies.
Four hours per week, full year, 1.0 credit.

Course Description:
The course is designed for candidates with the approved academic background in this area of study, who intend to teach Family Studies in the intermediate and senior grades. It is directed towards preparing students for the practicum experience, becoming a beginning teacher, and assisting in acquiring the attitudes and skills that will encourage one to become a reflective teacher, continually striving to improve practice throughout their career. In addition, candidates should be supportive of the basic philosophical premise of the Family Studies (Home Economics) profession and should be willing to gain a comprehensive knowledge of all areas encompassed by the field (food and nutrition, human development and relationships, resource management, textiles and housing and design) and reflected in the Ontario curriculum.

The content of this course will be based on educational theory and research as well as experiences of the instructor, students, teachers, and other professionals in the field. A pragmatic-experiential approach will be used throughout the course so that candidates can adapt materials and activities to meet the needs, interests, and abilities of students in intermediate and secondary programs. In addition,
a wide variety of instructional practices focusing on inquiry, problem-based and experiential learnings, differentiated instruction, literacy and numeracy, sustainability including environmental and global considerations, Aboriginal perspectives, and assessment and evaluation as outlined in Growing Success, will be emphasized as a means of capitalizing on the diverse situations, themes and topics found in Family Studies courses. These opportunities will clearly reflect the growing consideration for 21st Century Learning and employing 21st Century Competencies: Critical Thinking and Problem Solving, Innovation, Creativity, and Entrepreneurship, Learning to Learn, Collaboration, Communication and Global Citizenship.

Since this is primarily a methodology course, the focus will be on the principles of procedures and their application in planning and developing materials for classroom use. The course is designed to incorporate extensive teaching/learning strategies with Family Studies curriculum expectations. In addition, attention will be given to:

- relating methodological information to academic subject matter;
- taking responsibility for personal professional growth and development;
- articulating a personal philosophy of teaching Family Studies.

How each student communicates this will be unique and personal. Therefore, assignments will be judged on the merits of completeness, clarity, succinctness and uniqueness in addition to insight, creativity, and syntheses of the work covered in class. As well, evidence of outside reading and inquiry is considered an integral part of each assignment under study. Correct APA referencing will be expected in keeping with the Ontario Social Sciences and Humanities curriculum expectations (2013).

This course is based on The Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities, 2013 and will address the twenty-one (21) Family Studies specific courses outlined in the curriculum document.

**Learning Outcomes:**
The following statements should serve as a framework for learning during this course:

A. This course will assist students in becoming familiar with the Standards of Practice* for the teaching profession:
   1. Commitment to students and student learning;
   2. Professional knowledge;
   3. Teaching practice;
   4. Leadership and community;
   5. On-going professional learning.

B. ...by accomplishing the following learning outcomes:
   - Recognizing the responsibilities of developing a professional teaching role and establishing a relationship with Family Studies curriculum; (1, 2, 3)*
   - Developing an understanding of the adolescent learner and challenges in teaching Family Studies; (1)
   - Exploring 21st Century Competencies and connections to Family Studies (1, 2, 3)*
   - Demonstrating an understanding of curriculum terminology as it relates to Family Studies within the Social Sciences and the Humanities curriculum; (1, 2, 3)*
   - Developing a lesson plan incorporating Family Studies expectations; (1, 2)*
• Developing a beginning competence with a repertoire of teaching strategies relevant to Family Studies courses; (1, 2, 3)*

• Developing a unit plan that uses effective teaching/learning strategies for selected curriculum expectations and incorporates appropriate learning goals and success criteria, assessment and evaluation; (2)*

• Developing a semester plan with learning goals, success criteria, and appropriate assessment and evaluation: (3)*

• Fostering a personal orientation to Family Studies and articulating the potential of the Family Studies program to contribute to broader educational goals of schools of Ontario; (1,2,3)*

• Expressing a personal philosophy of family studies education; (3)*

• Demonstrating thorough understanding of assessment and evaluation (1, 2, 3)*

• Developing an understanding of differentiated instruction, literacy, numeracy (financial literacy), technology, environmental, Aboriginal and global education perspectives in Family Studies. (3)*

• Recognizing ways of developing a safe, inclusive Family Studies classroom (1,2,3)*

• Incorporating experiential, problem based, inquiry and co-operative learning strategies in Family Studies education, and their implications for classroom management. (1, 2, 3)*

• Gaining practical experiences crucial in food, nutrition, financial literacy and textile teaching (1,2,3)*

• Collaborating with class members on in-class activities (1, 2, 3)*

*Unit(s) as per Course Content

Course Content:

UNIT 1: Professional Knowledge and Understanding

UNIT 2: Professional Thinking and Inquiry

UNIT 3 : Communication and Application of Professional Practices – Teaching/Learning Strategies

Course Materials:


Recommended ONLY


Note: This book was released in conjunction with the International Home Economics World Congress in Melbourne, Australia (July 2012). For more information contact The Australian Academic Press https://www.australianacademicpress.com.au/books/details/221/Creat


Note: This a new book by Dr. McGregor that helps students to be critical consumers of research. This is an essential part of Family Studies teaching. Therefore, this new guide should prove to be an excellent resource for teachers in Family Studies and Social Sciences. Available through Sage Publishing – www.sagepub.com


Applicable Websites

AgScape (formerly Ontario Agri-Food Education Inc.): http://www.oafe.org/


International Federation for Home Economics: https://www.ifhe.org/

Ontario Family Studies Home Economics Educators’ Association: http://www.ofsheea.ca/

Ontario Family Studies, Social Sciences and Humanities Leadership Council: http://ofs3hlc.org/

Ontario Home Economics Association: http://www.ofsheea.ca/
Phase 1 Towards Defining 21st Century Competencies for Ontario: 21st Century Competencies Foundation Document for Discussion Winter 2016:


Assignments and Other Course Requirements:

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<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Lesson Plan</td>
<td>October 17, 2018</td>
<td>10%</td>
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<tr>
<td>2. Unit Plan</td>
<td>January 16, 2019</td>
<td>25%</td>
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3. Curriculum planning: Semester Plan and Class Presentation

Presentations: February 19, 20, 25, and 27 2019
Plan Due March 4, 2019

4. Personal Teaching Philosophy in Family Studies Education

March 6, 2019 (flexible)

5. In-class participation, activities including minds on activities, teaching tactic, exit cards, attendance, peer support, etc.

On-going

Assignment Guidelines:
- Detailed Assignments and Evaluation Criteria will be distributed according to the Teaching Outline. In keeping with *Growing Success*, the class will co-construct at least one evaluation tool.
- Hard copies are expected for major assignments so that written feedback can be given. Please do not use plastic sleeves.
- Assignments are designed to be future references for beginning Family Studies teachers.
- Assessments will be modelled and incorporated into many classes.

Readings:
*Suggested* readings should be reviewed *if at all possible* to enhance understanding of course material and class activities.

The following readings are *required* for class activities:

For Wednesday, October 31, 2017:

For Wednesday, February 6, 2019.
*Choose 1 of the following:*

OR


Policy Statements:

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to
you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf

**ATTENDANCE:** The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line at http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf.

**EXCUSED ABSENCES:** If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

**UNEXCUSED ABSENCES:** Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

**Language Proficiency:** In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

**Late Penalties:** Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 10% per day, and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.

**Academic Offences:** Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf

**Plagiarism:** Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: https://www.edu.uwo.ca/teacher-education/docs/policies/WEB_PlagiarismPolicy.pdf

**Plagiarism-Checking:**

a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.
Western SUPPORT SERVICES

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/)

EMOTIONAL or MENTAL DISTRESS: http://www.uwo.ca/uwocom/mentalhealth/
Additional Information:

About the Course:

This course is designed to prepare beginning Family Studies teachers for the Social Sciences and Humanities classroom where Family Studies is the predominant area of study. This course incorporates key understandings and principles of Family Studies, otherwise known as Home Economics in all parts of Canada and the world. In addition, the course makes a concentrated effort to incorporate key directions in Ontario education (e.g. 21st century competencies, Aboriginal perspectives, financial literacy, sustainability and environmental responsibility, etc.) for these are highly relevant and applicable to the premises of Family Studies education. A variety of formats will be used in addition to numerous teaching/learning strategies that teacher candidates are encouraged to model in their own beginning practices.

About the Instructor:

Diane O’Shea is a Professional Home Economist, and retired (June, 2017) Family Studies Teacher and Department Head in Family Studies and Social Sciences and Humanities at Medway High School (Thames Valley District School Board).

Diane has authored a number of teaching resources in Family Studies education including Thinking Critically about Local Food as well as the Teacher’s Resource for the textbook, Individuals and Families: Diverse Perspectives (McGraw-Hill Ryerson, 2010) and the Teacher’s Resource for The Real Dirt on Farming. In addition to being the Assessment and Evaluation consultant for Elements: Food in Society, Food Preparation, and Nutrition and Healthy Eating (McGraw-Hill Ryerson, 2013), she provided recipe testing and development. She has also provided services as an advisor, reviewer and Assessment and Evaluation consultant for Elements – Parenting, Raising Healthy Children and Elements – Child Care: Working with Infants, Children and Adolescents (McGraw-Hill Ryerson, 2014). More recently (2015) she was a lead reviewer for E-learning Ontario in developing an on-line course for Personal Life Management (HIP4O). In May 2017 Diane was part of a Teacher Learning Co-op through the Ontario Teachers’ Federation (OTF). The subsequent document, Encouraging Deeper Learning in the Fashion Classroom is posted on the OTF website.

Diane continues to be involved in Home Economics education in a variety of volunteer capacities.

Diane is an active member of the Ontario Family Studies, Social Sciences and Humanities Council, the Ontario Family Studies Home Economics Educators’ Association, the London and Ontario Home Economics Associations and the International Federation of Home Economics. She co-ordinated Canadian Symposium XIV – Home Economics/Family Studies/Human Ecology/Family and Consumer Education: Issues and Direction in February 2017.

In November 2012, Diane was awarded the Adelaide Hoodless Award of Excellence which recognizes the vision of Adelaide Hoodless and the outstanding contributions she made to the profession. Hoodless was instrumental in the founding of Domestic Science education in Ontario, known today as Family Studies education. Hoodless’ commitment to bettering the lives of individuals and families is what the recipient of this award demonstrates.
In April 2017, Diane was a recipient of the Bishop Townsend Award given by The Ontario Secondary School Teachers’ Federation District 11 Thames Valley, Thames Valley District School Board and the Diocese of Huron (Anglican).