

# Western Education

Transforming Education. Transforming Lives.

## **2020-2021**

# **Course Descriptions**

Bachelor of Education

Teacher Education Office  
April 2020

# Table of Contents

<b>Common Courses for All Programs</b> .....	<b>3</b>
<b>Practicum &amp; Field Experiences for All Programs</b> .....	<b>4</b>
<b>Primary/Junior &amp; Junior/Intermediate Curriculum Courses</b> .....	<b>5</b>
<b>Junior/Intermediate &amp; Intermediate/Senior Curriculum Courses (Teaching Subjects)</b> .....	<b>6</b>
Canadian and World Studies .....	6
English .....	6
Family Studies .....	7
French as a Second Language .....	7
Health & Physical Education .....	7
Mathematics .....	7
Music .....	7
Religious Education .....	8
Sciences .....	8
Social Studies & Humanities .....	9
<b>Other Intermediate/Senior Courses</b> .....	<b>9</b>
<b>Specialty Courses</b> .....	<b>9</b>
Advanced Studies in the Psychology of Achievement, Inclusion & Mental Health .....	9
Early Childhood Education.....	10
French - Elementary .....	10
French - Secondary.....	11
International Education.....	11
Mathematics through the Arts .....	12
STEM Education .....	12
Urban Education .....	12
<b>Elective Courses</b> .....	<b>13</b>

## Common Courses for all Programs

### YEAR ONE

#### **EDUC 5007 Social Foundations**

An introduction to teaching as a profession through the study of the historical, colonial, political, socio-cultural, and legal dimensions of education. The course includes a critical focus on the structure, governance and contexts of Ontario education, relevant policies, and issues of equity to inform the practices of educators. *2 hours per week, full year, .5 credit*

#### **EDUC 5012 Creating Supportive Learning Environments**

Teacher Candidates learn to create inclusive, productive learning communities using meaningful, relevant, and culturally responsive instructional approaches. Candidates develop understandings about how the development of engaging and effective programs for students can build feelings of success, minimize behavioural concerns, and optimize learning for all students. *2 hours per week, full year, .50 credit*

#### **EDUC 5013Q Research and Assessment to Improve Student Learning**

Teacher Candidates learn how to gather information about their own students to serve in planning and assessment. They learn to use the iterative process of inquiry and data-based decision making to facilitate student learning and to use research in reflecting on their own practice. *.25 credit (Course delivery is via small groups led by Master Teacher Mentors; 2 hours bi-weekly years 1 and 2.)*

#### **EDUC 5015Q Learning, Teaching, & Development**

Basic concepts, principles, and theories of learning and human development as they apply to teaching. Topics include establishing exemplary learning environments, selecting teaching strategies, differentiated instruction, universal instructional design, and the role of development in student transitions. *2 hours per week, first term, .25 credit*

#### **EDUC 5016S Special Education & Inclusion**

The role of the classroom teacher in the education of students with exceptionalities. Topics include Ministry of Education documents, the IEP and IPRC process, assessment for instruction, universal design, differentiated instruction, and the use of technology. An asset-based approach and strategies for inclusive education are emphasized. *2 hours per week, second term, .25 credit*

#### **EDUC 5423Q/S Aboriginal Education: Toward a Decolonizing Pedagogy for Teachers**

An exploration of the social, political, and historical contexts in which Aboriginal students receive schooling. Decolonizing pedagogical strategies, transformative learning activities, and learning contexts that provide promise for healing the ruptures in educational opportunities for Aboriginal students in Canada receive critical attention. *2 hours per week, first or second term, .25 credit*

### YEAR TWO

#### **EDUC 5013Q Research and Assessment to Improve Student Learning**

Continued from year one.

#### **EDUC 5018Q Mental Health Literacy – Supporting Social-Emotional Development**

Designed to assist classroom teachers in understanding development, mental health, depression, family dynamics, self-esteem, and access to care, and the effect of these issues on student learning. Intended to raise teachers' awareness of signs that students may be in need of support. *Online, full year .25 credit*

#### **EDUC 5019S Safe Schools**

A focus on the understandings and practical knowledge necessary to develop safe and caring learning environments for all school students, regardless of race, creed, ancestry, ability, colour, gender identification, or sexual orientation. Examination of current trends in school violence and school violence prevention programs in Ontario schools. *1.5 hours per week, full year, .25 credit*

# Practicum & Field Experience

## YEAR ONE

### **EDUC 5008Q Transition to Professional Practice**

Presentations, workshops, seminars, symposia, and other events to support field experiences, practica, and specialty areas of study. These include Ministry, College, and Federation presentations, career and job preparation activities, and research, leadership, and other projects. *Half days weekly, years one and two of the B.Ed. program, non-credit*

### **EDUC 5021Q Practicum 1**

Active observation within local schools. Teacher Candidates acquire a “big picture” understanding of schools, communities, students, and teachers as they observe in classrooms, participate in school life, and plan and teach their first lessons. *4 weeks, .25 credit. Year one, first term*

### **EDUC 5022S Practicum 2**

An introduction to the duties and responsibilities of classroom teachers, in particular to the professional expectations of teachers and to the planning and teaching of lessons. Teacher Candidates develop instructional strategies and other skills, and demonstrate their potential for success as a teacher. *4 weeks, .25 credit. Year one, second term*

## YEAR TWO

### **EDUC 5008Q Transition to Professional Practice**

Continued from year one.

### **EDUC 5023 Practicum 3**

Active observation and assistance in schools and classrooms during the first two weeks of September. Continued development of teaching skills and growth in independence with respect to lesson planning and teaching the curriculum. *6 weeks, .50 credit. Year two, first term*

### **EDUC 5024 Practicum 4**

Consolidate teaching skills, develop independence, plan and teach a unit, evaluate students, teach some full days during weeks 5 and 6, or demonstrate potential to do so. *5-6 weeks, .50 credit. Year two, second term*

### **EDUC 5025Q Alternative Field Experience A**

A field placement or research or leadership project, in support of specialty courses. *3 weeks, .25 credit. Year two, first term*

### **EDUC 5026S Alternative Field Experience B**

A second field placement or research or leadership project, in support of specialty courses, or, with approval, another aspect of teacher development. *4 weeks, .25 credit. Year two, second term*

# Primary/Junior & Junior/Intermediate Curriculum Courses

## YEAR ONE

### **EDUC 5173 Curriculum and Pedagogy in Elementary Language Arts**

An overview of teaching and learning in the English Language Arts for the elementary school grades with attention to speaking, listening, reading, writing, viewing, and representing. Course content focuses on appropriate pedagogies, the design and implementation of language arts curricula, and on critical issues and research in these areas. *2 hours per week, full year, .5 credit*

### **EDUC 5177Q/S Curriculum and Pedagogy in Elementary Social Studies**

A critical approach to Social Studies education emphasizing social action and interactive, hands-on, constructivist learning. Skills, attitudes, and understandings that support Social Studies education, and effective pedagogical methods for teaching in increasingly diverse classrooms, are modelled and examined. Environmental and sustainability education is also addressed. *2 hours per week, first or second term, .25 credit*

### **EDUC 5178 Curriculum and Pedagogy in Elementary Science & Technology**

Approaches to and strategies for the teaching of science in the elementary school grades. Course content focuses on curricula and pedagogies that are true to the nature of science, consistent with desired educational aims, and appropriate for young learners. Significant attention is paid to environmental and sustainability education. *2 hours per week, full year, .5 credit*

### **EDUC 5180K Teaching and Learning Mathematics (PJI)**

Strategies for the teaching and learning of mathematics in elementary school grades with particular attention to the Ontario Mathematics Curriculum, Grades 1-8. Methodologies and materials specific to selected topics are highlighted with emphasis on contemporary reform mathematics pedagogies, including the integration of computational thinking. *3 hours per week, full year, .75 credit*

## YEAR TWO

### **EDUC 5171Q/S Curriculum and Pedagogy in Elementary Art**

The arts are an integral part of the school curriculum. This course focuses on methods, content, planning, instruction, and evaluation in elementary art education and provides opportunities to explore form and function, meaning, and the creative process in the arts. *3 hours per week, first or second term, .25 credit*

### **EDUC 5172Q/S Curriculum and Pedagogy in Elementary Health & Physical Education**

A focus on the content and teaching of the three strands of the Health and Physical Education Curriculum: Active Living, Movement Competence, and Healthy Living. Links to other subjects and the application of skills to life experiences are emphasized. Teacher candidates are expected to be involved actively in each class. *3 hours per week, first or second term, .25 credit*

### **EDUC 5175Q/S Curriculum and Pedagogy in Elementary Music**

A focus on the creative process in integrated and learner-centered classrooms. Topics include the development of a philosophy of music education and its relationship to general principles of education, and the acquisition of the understandings, skills, and language required to teach music in elementary classrooms. *3 hours per week, first or second term, .25 credit*

### **EDUC 5179Q/S Curriculum and Pedagogy in Elementary Dance & Drama**

Dance and drama are integral parts of the elementary school arts curriculum. This course focuses on methods, content, planning, instruction, and evaluation in elementary dance and drama education and provides opportunities to explore the creative process. *3 hours per week, first or second term, .25 credit*

### **EDUC 5437Q/S Supporting Primary and Junior Learners who Struggle with Reading and Writing**

A focus on how teachers can support primary and junior learners who struggle with reading and writing. Emphasis on practical

assessment and instructional strategies for use in intervention and classroom contexts. *3 hours per week, first or second term, .25 credit*

#### **EDUC 5439Q/S Supporting English Language Learners**

A focus on ways in which teachers of linguistically and culturally diverse groups can support the language and literacy development of students for whom English is an additional language. Emphasis on practical strategies useful in diverse mainstream classrooms. *3 hours per week, first or second term, .25 credit*

## Junior/Intermediate & Intermediate/Senior Curriculum Courses (Teaching Subjects)

Junior/Intermediate and Intermediate/Senior teacher candidates will complete the teaching subject course(s) for which they were admitted. All Teaching Subject courses are taken in **YEAR ONE**.

### Canadian and World Studies

#### **EDUC 5212 Curriculum and Pedagogy in Canadian & World Studies - Geography**

A focus on curriculum and approaches to the teaching and learning of geography. Resources, assessment and evaluation procedures, and current issues in geography and social science education, including the use of geotechnologies and the place of environmental and sustainability education, are discussed. *4 hours per week, full year, 1.0 credit*

#### **EDUC 5213 Curriculum and Pedagogy in Canadian & World Studies - History**

A critical examination of curriculum and instruction in history at the intermediate-senior level. A focus on approaches to teaching and learning, resources, assessment and evaluation, and on current issues and developments in history and social science education. *4 hours per week, full year, 1.0 credit*

#### **EDUC 5240 Curriculum and Pedagogy in Canadian and World Studies - Economics**

An introduction to curriculum and instruction in Canadian and World Studies for the senior grades with a particular focus on the curriculum in Economics. *4 hours per week, full year, 1.0 credit*

#### **EDUC 5242 Curriculum and Pedagogy in Canadian and World Studies - Law**

An introduction to curriculum and instruction in Canadian and World Studies for the intermediate/senior grades with a particular focus on the curriculum in Law. *4 hours per week, full year, 1.0 credit*

#### **EDUC 5244 Curriculum and Pedagogy in Canadian and World Studies – Political Science**

An introduction to curriculum and instruction in Canadian and World Studies for the senior grades with a particular focus on the curriculum in Political Science. *4 hours per week, full year, 1.0 credit*

### English

#### **EDUC 5208 Curriculum and Pedagogy in Intermediate/Senior English**

An introduction to the historical and contemporary theories and practices of teaching English/Language Arts, Grades 7-12. Literature, literary theory, cultural/media studies, the sociology and psychology of literacy(ies) and language development, as well as curriculum design, implementation and assessment are included. *4 hours per week, full year, 1.0 credit*

## Family Studies

### **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. *4 hours per week, full year, 1.0 credit*

## French as a Second Language

### **EDUC 5107 French as a Second Language in Elementary Schools (Must also be taken by Primary/Junior French Candidates.)**

This course is intended for students who plan to teach French as a second language, core or immersion, in elementary schools. It will familiarize them with both past and current approaches to teaching French, textbooks commonly used, and techniques for teaching and testing French in a great variety of situations. *2 hours per week, full year, .5 credit*

### **EDUC 5211 Curriculum and Pedagogy in Intermediate/Senior French**

Methods of teaching French as a Second Language, Grades 7-12. Students are introduced to theories of modern language learning and pedagogy applied to curriculum delivery and development. Motivation, classroom management, and student diversity in the modern language classroom will be addressed. *4 hours per week, full year, 1.0 credit*

## Health & Physical Education

### **EDUC 5220 Curriculum and Pedagogy in Intermediate/Senior Health & Physical Education**

An examination and application of instructional theories, teaching strategies and evaluation techniques for secondary school physical education. Approaches to curriculum development and the evaluation of resource materials. Motivation, student diversity and classroom management are also addressed. *4 hours per week, full year, 1.0 credit*

## Mathematics

### **EDUC 5136 Teaching and Learning Mathematics**

The professional and theoretical perspectives associated with learning and pedagogy in mathematics. Participants will be expected to reflect critically on both theory and practice, based upon psychological, epistemological, mathematical, and current pedagogical and curricular approaches, in light of how mathematics is taught in schools. *2 hours per week, full year, .5 credit*

### **EDUC 5236 Mathematics for Teachers**

A focus on making mathematics engaging and meaningful for learners. Participants explore ways to develop connected knowledge, consistent beliefs, and positive attitudes towards mathematics, and are introduced to research on the nature, role, and development of teachers' knowledge of mathematics. *2 hours per week, full year, .5 credit*

## Music

### **EDUC 5137 Curriculum & Pedagogy in Vocal and Instrumental Music for the Intermediate Grades**

A focus on the creative process in integrated and learner-centered classrooms. Topics include the development of a philosophy of music education and its relationship to general principles of education, and the acquisition of the understandings, skills, and language required to teach music in intermediate classrooms. *2 hours per week, full year, .5 credit*

### **EDUC 5239 Curriculum and Pedagogy in Instrumental Music for the Senior Grades**

The development of teaching strategies for contemporary instrumental techniques and curriculum, with appropriate resources. An emphasis on competent, reflective practice. Theories of learning, teaching, and integration are linked with music-making in

classroom settings. *2 hours per week, full year, .5 credit*

### **EDUC 5237 Curriculum & Pedagogy in Vocal Music for the Senior Grades**

A critical examination of contemporary learning theories in music education for the senior grades. Emphasis on pedagogy; curriculum design, development and assessment; resources and repertoire in vocal music; and teaching in the diverse classroom. *2 hours per week, full year, .5 credit*

## Religious Education

### **EDUC 5138 Curriculum & Pedagogy in Religious Education for the Intermediate Grades**

An examination of the religious education curriculum for the intermediate grades in Ontario Catholic schools and of the foundations of religious learning in a faith-based learning and teaching environment. Emphasis on theological background, religious literacy, pedagogical skill, curriculum design, and the effective planning and teaching of the religious education curriculum. *2 hours per week, full year, .5 credit*

*Antirequisite:* Religious Education 5445/5446 Teaching in Roman Catholic Elementary/Secondary Schools

### **EDUC 5238 Curriculum and Pedagogy in Religious Education for the Senior Grades**

An examination of ecclesiastical, constitutional, catechetical, and political contexts surrounding the Ontario Catholic Religious Education Curriculum, and of theories of adolescent spirituality, faith, and moral development. Teacher Candidates are encouraged to understand teaching as a vocation and the role of the teacher as scholar-practitioner and reflective practitioner. *2 hours per week, full year, .5 credit*

*Antirequisite:* Religious Education 5446, Teaching Strategies for Roman Catholic Secondary Schools

## Sciences

### **EDUC 5202 Curriculum and Pedagogy in Senior Biology**

An introduction to curriculum and pedagogy in science with particular emphasis on biology. A focus on pedagogical practice and theoretical perspectives on science teaching, the nature of science, and cognitive, behavioural and social theories of science learning and adolescent development. Ontario secondary science curricula are also examined. *4 hours per week, full year, 1.0 credit*

### **EDUC 5205 Curriculum and Pedagogy in Senior Chemistry**

An introduction to curriculum and instruction in chemistry in the Intermediate-Senior divisions. Students design and critique instructional approaches based on a consideration of the nature of science and science education. Attention to constructivist, cognitive, behavioural and social theories of learning, and to motivation, student diversity and classroom management. *4 hours per week, full year, 1.0 credit*

### **EDUC 5221 Curriculum and Pedagogy in Senior Physics**

A critical introduction to curricula and pedagogy in science with particular emphasis on physics. A focus on pedagogical practice and on the theoretical perspectives in science, learning, instruction, and society which can guide that practice. An explicitly developmental approach requiring teachers to assume responsibility for their own professional growth. *4 hours per week, full year, 1.0 credit*

### **EDUC 5223 Curriculum and Pedagogy in Intermediate/Senior Science-General**

An introduction to curriculum and pedagogy in science with particular focus on pedagogical practice.

An examination of theoretical perspectives in science teaching including the nature of science, cognitive, behavioural and social theories of science learning, and adolescent development. Ontario secondary science curricula are also examined. *4 hours per week, full year, 1.0 credit*

### **EDUC 5241 Curriculum and Pedagogy in Senior Environmental Science**

An introduction to curriculum and instruction in science for the senior grades with a particular focus on the curriculum in environmental science. *4 hours per week, full year, 1.0 credit*

## Social Studies & Humanities

### **EDUC 5214 Curriculum and Pedagogy in Social Studies and Humanities - Social Studies General**

An introduction to curriculum and pedagogy in the Social Studies. A focus on instructional strategies, learning activities, resources, assessment and evaluation procedures, and current issues in contemporary social studies including environmental and sustainability education. *4 hours per week, full year, 1.0 credit*

### **EDUC 5243 Curriculum and Pedagogy in Social Studies and Humanities - Philosophy**

An introduction to curriculum and instruction in Social Studies and Humanities for the intermediate/senior grades with a particular focus on the curriculum in Philosophy. *4 hours per week, full year, 1.0 credit*

## Other Intermediate/Senior Courses

All Intermediate/Senior Teacher Candidates will complete these courses in **YEAR TWO**:

### **EDUC 5439Q/S Supporting English Language Learners**

A focus on ways in which teachers of linguistically and culturally diverse groups can support the language and literacy development of students for whom English is an additional language. Emphasis on practical strategies useful in diverse mainstream classrooms. *3 hours per week, first or second year, .25 credit*

### **EDUC 5457 A Pedagogy of Multiliteracies**

An introduction to multiliteracies with emphasis on supporting meaning making and critical analysis across the curriculum. Topics include assessing semiotic demands in a course, multimodal literacies, digital literacies, funds of knowledge, and participatory culture. *3 hours per week, full year, .5 credit*

## Specialty Courses

### Advanced Studies in the Psychology of Achievement, Inclusion & Mental Health

#### YEAR ONE

### **EDUC 5480 Introduction to Teaching Students with Exceptionalities**

Students will critically understand various conceptions of education for students with exceptionalities and apply these to problems of practice. Common exceptionalities will be examined with respect to psychological characteristics, assessment, interventions, and program accommodations and modifications. Models of delivering services and the individual educational plan will be examined. *4 hours per week, second term, .5 credit*

### **EDUC 5481 Social and Emotional Learning**

This course focuses on the social and emotional learning of all students, including those with social, emotional, and behavioral exceptionalities. Topics include mental health, safe schools, and societal acceptance of people with exceptionalities. Students will learn to apply Individual Educational Plans, positive behavioral supports, program accommodations, modifications, and interventions. *4 hours per week, first term, .5 credit*

## YEAR TWO

### **EDUC 5482 Academic Learning for Students with Exceptionalities**

Students will learn to analyze and address problems of practice concerning the academic learning of students with exceptionalities. Topics include general practices such as strategy instruction, universal design, and differentiated instruction; and subject-specific practices in decoding, reading comprehension, written composition, mathematics, and content area subjects. *3 hours per week, full year, .5 credit*

## Early Childhood Education

### YEAR ONE

#### **EDUC 5460 Curriculum, Pedagogy, and Learning in Early Childhood Part 1**

Introduction and critical analysis of historical and contemporary theories of children and early childhood curricula (e.g., developmental and reconceptualist) and current debates and advances in the field (e.g., children's rights and issues of equity and social justice). Implications for implementing Ontario curricula to foster strong teacher/child, school/family, and interprofessional relationships. *2 hours per week, full year, .5 credit*

### YEAR TWO

#### **EDUC 5461 Curriculum, Pedagogy, and Learning in Early Childhood Part 2**

Critical analysis of diverse approaches to early childhood curriculum and of implications for curricular commonplaces in the Ontario context. A complement to core curricular instruction with emphasis on advanced curriculum development, implementation, and assessment to enhance children's meaning making. *3 hours per week, full year, .5 credit*

## French - Elementary

### YEAR ONE

#### **EDUC 5107 French as a Second Language in Elementary Schools**

This course is intended for students who plan to teach French as a second language, core or immersion, in elementary schools. It will familiarize them with both past and current approaches to teaching French, textbooks commonly used, and techniques for teaching and testing French in a great variety of situations. *2 hours per week, full year, .5 credit*

### YEAR TWO

#### **EDUC 5414Q Teaching French Immersion**

This course is designed to develop an awareness of the variety of programs that exist in Canada and of the instructional strategies needed to teach in such programs. Emphasis will be placed on the development of language in a French Immersion program through an integrated approach. *3 hours per week, first term, .25 credit*

#### **EDUC 5464S The Common European Framework of Reference (CEFR) for Primary/Junior**

An introduction to pedagogical approaches associated with the Common European Framework of Reference for Languages/CEFR (Council of Europe, 2001), including the three-dimensional character of its global proficiency scales (communicative activities, language quality, and strategies), and its emphasis on continuously linking teaching and assessment. *3 hours per week, second term, .25 credit*

## French - Secondary

### YEAR ONE

#### **EDUC 5463 Second Language Acquisition: The Common European Framework of Reference (CEFR)**

A focus on pedagogical approaches associated with the *Common European Framework of Reference for Languages/CEFR* (Council of Europe, 2001), including the three-dimensional character of its global proficiency scales (communicative activities, language quality, and strategies), and its emphasis on continuously linking teaching and assessment. *2 hours per week, full year, .5 credit*

### YEAR TWO

#### **EDUC 5462 Second Language Acquisition: Curriculum & Pedagogy**

An examination of major theories of Second Language acquisition that have had an impact on and continue to shape the field of French language pedagogy. Emphasis on the application of contemporary approaches to curriculum development and on education for diverse students. *3 hours per week, full year, .5 credit*

#### **EDUC 5456S DELF/DALF Accreditation**

Teacher Candidates acquire knowledge and skills to support their application to the French Embassy for certification of linguistic proficiency level in French. Emphasis on assessment of global proficiency scales related to teaching and assessment. *1.5 hours per week, full year, .25 credit*

## International Education

### YEAR ONE

#### **EDUC 5470Q Framing International Education in a Globalizing World**

A study of the larger visions and historical conditions of international education and of how these visions and conditions shape local practices in an interdependent and deeply asymmetric world. Teacher Candidates develop understandings of their socio-cultural positions as students and as prospective international educators. *Two hours per week, first term, .25 credit*

#### **EDUC 5471S Internationalizing Curricula: Teaching for a Global Perspective**

An examination of varied approaches to the internationalization of curricula, in local and international contexts. Particular focus is placed on the aims and approaches of the International Baccalaureate (IB) and international service learning as models for fostering international mindedness and global citizenship. *Two hours per week, second term, .25 credit*

### YEAR TWO

#### **EDUC 5472Q Teaching Abroad: Opportunities and Challenges**

An exploration of opportunities for working in educational contexts internationally in private, public, and NGO sectors, with particular focus on the international schools sector. Teacher Candidates examine the benefits and risks as well as the practical, personal, and ethical challenges of living and teaching in a foreign culture. *3 hours per week, first term, .25 credit*

#### **EDUC 5473S Research in Intercultural Contexts**

To develop their capacities as prospective teacher researchers in intercultural contexts, Teacher Candidates explore culture and cross-cultural communication under conditions of heightened mobilities, global connections and colonial legacies. They learn to read cultural dynamics by examining anthropological, literary and media representations of culture, travel and encounter. *3 hours per week, second term, .25 credit*

## Mathematics through the Arts

### YEAR ONE

#### **EDUC 5485 Designing Aesthetic Experiences for Young Mathematicians**

Teacher candidates will engage in arts-informed making and design of mathematics learning experiences; explore a variety of ideas, events, technology, materials and pedagogies, including making; and develop a capacity for addressing the “artistic puzzle” of designing mathematics learning as a “story” worthy of human attention. *2 hours per week, full year, .5 credit*

### YEAR TWO

#### **EDUC 5486 Engaging the Wider Community in Support of Mathematics Learning**

Teacher candidates will investigate knowledge mobilization in mathematics education using arts-informed modes; learn ways to engage parents, colleagues and the wider community, through networks and communities of practice; and investigate how to extend learning experiences of students to wider audiences, to participate and contribute ideas in the world around them.

*3 hours per week, full year, .5 credit*

## STEM Education

### YEAR ONE

#### **EDUC 5465 Introduction to STEM Education**

An introduction to the nature and value of integrated and multi-disciplinary collaborations in Science, Technology, Engineering, and Mathematics education. Teacher Candidates develop critical perspectives and explore issues in STEM education in terms of policy and practice. *2 hours per week, full year, .5 credit*

#### **EDUC 5467 Computational Thinking in Mathematics and Science Education**

A critical introduction to the role of computer coding and digital making as ways of teaching mathematics and science concepts and relationships. The history, current trends, and future possibilities of computational thinking in mathematics and science education are situated with the broader context of mathematics, science, and technology education. *2 hours per week, full year, .5 credit*

### YEAR TWO

#### **EDUC 5466 Curriculum and Pedagogy in STEM Education**

A focus on STEM education within the broader curricular spectrum. Teacher Candidates develop pedagogical content knowledge, and skills, technologies, instructional strategies, and assessments to support the design and development of STEM projects. *3 hours per week, full year, .5 credit*

## Urban Education

### YEAR ONE

#### **EDUC 5477 Urban Schools – Year 1**

An examination of social, political, economic, and educational factors that affect student achievement and engagement in urban schools. Issues of race, ethnicity, class, poverty, gender, sexual orientation, and other background factors are explored. Teacher Candidates acquire critical frameworks to assist in addressing inequities in urban schools. *2 hours per week, full year, .50 credit*

## YEAR TWO

### **EDUC 5476 Investigating Urban Schools: A Case Study Approach**

An introduction to a case study approach for investigating equity issues in urban schools. Teacher Candidates identify appropriate topics and investigative methods, and reflect upon their findings in terms of relevant literature and their own experiences in urban schools. *3 hours per week, full year, .50 credit*

## Elective Courses

**For all Teacher Candidates. Course overload may be required:**

### YEAR ONE

#### **EDUC 5445 Teaching in Roman Catholic Elementary Schools**

Curricula and teaching strategies for prospective teachers in Roman Catholic Separate Schools. Particular emphasis is placed on the Canadian Catechism Program and the Family Life Education Program used in Catholic elementary schools. *2 hours per week, full year, .5 credit*

Antirequisite: Religious Education 5138, Curriculum and Pedagogy in Religious Education for Roman Catholic Secondary Schools

*Note: Catholic school boards may give hiring preference to Teacher Candidates who have taken this course.*

#### **EDUC 5446 Teaching in Roman Catholic Secondary Schools**

A contemporary philosophy of Catholic education for secondary school teachers. The role of the teacher in building community within the school and in fostering students' spiritual quest and sense of social responsibility will be examined, as will Catholic Graduate expectations and Catholic Course Profiles for various subjects. *2 hours per week, full year, .5 credit*

Antirequisite: Religious Education 5238, Curriculum and Pedagogy in Religious Education for Roman Catholic Secondary Schools

*Note: Catholic school boards may give hiring preference to Teacher Candidates who have taken this course.*

**For Intermediate/Senior Teacher Candidates ONLY:**

### YEAR ONE

#### **EDUC 5425Q/S Teaching Grades 7 & 8**

Designed to assist students in the Intermediate/Senior program in extending and applying their knowledge of the social, emotional, intellectual, and physical characteristics of early adolescent learners, and in addressing corresponding implications for curriculum, instruction, and school organization. *2 hours per week, first or second term, .25 credit*

#### **EDUC 5467 Computational Modelling in Mathematics and Science Education**

A critical introduction to the role of computer coding and digital making as ways of teaching mathematics and science concepts and relationships. The history, current trends, and future possibilities of computational modelling in mathematics and science education are situated with the broader context of mathematics, science, and technology education. *2 hours per week, full year, .5 credit*

### YEAR TWO

#### **EDUC 5425Q/S Teaching Grades 7 & 8**

Designed to assist students in the Intermediate/Senior program in extending and applying their knowledge of the social, emotional,

intellectual, and physical characteristics of early adolescent learners, and in addressing corresponding implications for curriculum, instruction, and school organization. *3 hours per week, first or second term, .25 credit*

**EDUC 5424 Teaching for Equity & Social Justice**

May not be taken by those in the Urban Schools specialty area

A focus on issues of equity—race, culture, religion, gender, social class, sexuality, and disability—in education. Critical analysis of school curricula and classroom practice. Development of teaching strategies appropriate for an increasingly diverse and heterogeneous student population. *3 hours per week, full year, .50 credit*

**EDUC 5458Q/S LGBTQ Studies in Education**

This course builds knowledge about how to support lesbian, gay, bisexual, trans, two-spirit, queer, questioning (LGBT2Q) and gender independent youth in schools. The ways in which educators can support LGBTQ youth, and cultivate safe, inclusive, and just school environments for students of all sexual orientations and gender identities will be examined. *3 hours per week, first or second term, .25 credit*