

Western  Education

**Course
Descriptions**

Bachelor of Education

2015-2017

Common Courses for All Programs

YEAR ONE:

EDUC 5002 Social Foundations of Education

A multi-disciplinary course addressing the historical, political, philosophical, social, and legal dimensions of the organization of Ontario education, critically exploring the development of policies which shape program, curriculum and the professional practice of teachers, and developing a contextual understanding of significant questions and issues of educational policy and practice.

Three hours per week (blended format), full year, .75 credit.

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. *Two hours per week, first term, .25 credit.*

EDUC 5016Q 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. *Two hours per week, first term, .25 credit.*

EDUC 5017S Classroom Management

An overview of classroom management with a focus on specific principles and practices that can form an integral part of an overall approach to instruction. *Two hours per week, second term, .25 credit.*

YEAR TWO:

EDUC 5020S Assessment

Assessment as it applies across a variety of subject areas and as it relates to special education. Topics include purposes for assessment, types of assessment, gathering student data, feedback to students, data-based decisions to facilitate learning, and assessment as learning. *Second term, .25 credit.*

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. *First term .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. *Second term, .25 credit.*

EDUC 5014Q Use of Education Research and Data Analysis

A practical approach to research methods for the classroom teacher with emphasis on sources of research relevant to teaching, evidence-based decision-making concerning programs and teaching strategies, critical appraisal of research, and the use of research to inform planning and assessment for individual students. *First term, .25 credit.*

Practicum & Field Experiences for All Programs

YEAR ONE:

EDUC 5006Q 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, .25 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. *Four 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. *Four weeks, .25 credit. Year one, second term.*

YEAR TWO:

EDUC 5006Q 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. *Six 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. *Five 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. *Three 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. *Four weeks, .25 credit. Year two, second term.*

Primary/Junior and Junior/Intermediate Curriculum Courses

YEAR ONE:

EDUC 5136 Teaching and Learning Mathematics

Strategies for the teaching and learning of mathematics in the elementary school grades with particular attention to the Ontario Mathematics Curriculum, Grades 1-8. Methodologies and materials specific to selected content topics are highlighted with emphasis placed on contemporary reform mathematics pedagogies. *Two hours per week, full year, .5 credit.*

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

EDUC 5177S Curriculum and Pedagogy in Elementary Social Studies

Theory and practice related to skills, attitudes, and understandings that support Social Studies education. This course takes a critical approach to Social Studies education, emphasizing social action and interactive, hands-on, and constructivist learning. Effective pedagogical methods for teaching in increasingly diverse classrooms are modelled and examined. *Two hours per week, 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. *Two hours per week, full year, .5 credit.*

EDUC 5468Q Computational Thinking in Mathematics Education

A critical introduction to the role of computer coding and digital making as ways of teaching mathematics concepts and relationships to children. The history, current trends, future possibilities of computational thinking in elementary school mathematics education are situated within the broader context of mathematics, science, and technology education. *Two hours per week, first term, .25 credit.*

YEAR TWO:

EDUC 5171Q 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. *First term, .25 credit.*

EDUC 5172Q 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: Healthy Living, Fundamental Movement Skills, and Active Participation. 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. *First term, .25 credit.*

EDUC 5175Q 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. *First term, .25 credit.*

EDUC 5437S 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. *Second term, .25 credit.*

EDUC 5439S 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. *Second term, .25 credit.*

Junior/Intermediate & Intermediate/Senior Teaching Subject (Curriculum) Courses

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

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. *Four hours per week, full year, 1.0 credit*

FAMILY STUDIES

EDUC 5132 Curriculum & Pedagogy in Family Studies for the Intermediate Grades

A focus on curriculum concepts and materials appropriate for teaching about individuals and families in the intermediate grades. Topics include selection, organization, and evaluation of subject matter, teaching strategies, and resource materials. Additional emphasis on short-term and long-term planning of the Family Studies curriculum. *Two hours per week, full year, .5 credit.*

EDUC 5232 Curriculum and Pedagogy in Family Studies for the Senior Grades

A focus on the theoretical premises of planning and implementing suitable curricula in the various areas of Family Studies at the senior level, and on instructional strategies, learning activities, and curriculum development. Attention to resources, assessment and evaluation, and current issues in Family Studies education. *Two hours per week, full year, .5 credit.*

FRENCH AS A SECOND LANGUAGE (MUST ALSO BE TAKEN BY PRIMARY/JUNIOR FRENCH CANDIDATES)

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. *Two 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. *Four hours per week, full year, 1.0 credit*

GEOGRAPHY

EDUC 5212 Curriculum and Pedagogy in Intermediate/Senior Geography

Curriculum and instruction in secondary school geography. A focus on curriculum design and approaches to teaching and learning including use of geotechnologies. Examination of resources, assessment and evaluation procedures, and current issues in geography and social science education. *Four hours per week, full year, 1.0 credit*

HEALTHY & ACTIVE LIVING

EDUC 5499Q Special Topics: Active Living Education Part 1 *(Two hours per week, first term, .25 credit)*

EDUC 5499S Special Topics: Active Living Education Part 2 *(Two hours per week, second term, .25 credit)*

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.

EDUC 5499Q Special Topics: Healthy Living Education Part 1 *(Two hours per week, first term, .25 credit)*

EDUC 5499S Special Topics: Healthy Living Education Part 2 *(Two hours per week, second term, .25 credit)*

This course provides Intermediate/Senior teacher candidates with the opportunity to acquire the knowledge, skills, and attitudes required to be effective healthy living educators. Students will engage with a variety of teaching strategies as they develop understanding of the health education curriculum. Issues that will be addressed include: teaching sensitive topics, social determinants of health, and risk-taking behaviours of youth.

HISTORY

EDUC 5213 Curriculum and Pedagogy in Intermediate/Senior 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. *Four 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. *Two hours per week, full year, .5 credit. (Cross-listed ED 9411B)*

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. *Two hours per week, full year, .5 credit. (Cross-listed ED 9412L)*

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. *Two 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. *Two 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. *Two 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. *Two 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. *Two 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 Intermediate/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. *Four hours per week, full year, 1.0 credit*

EDUC 5205 Curriculum and Pedagogy in Intermediate/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. *Four hours per week, full year, 1.0 credit*

EDUC 5221 Curriculum and Pedagogy in Intermediate/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. *Four 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. *Four hours per week, full year, 1.0 credit*

SOCIAL STUDIES**EDUC 5214 Curriculum and Pedagogy in Intermediate/Senior Social Studies General**

Curriculum design and implementation for Individual and Society, a Contemporary Studies course in Ontario Secondary Schools. A focus on instructional strategies, learning activities, resources, assessment and evaluation procedures, and current issues in contemporary social studies. *Four hours per week, full year, 1.0 credit*

Intermediate/Senior Curriculum Courses

All Intermediate/Senior Teacher Candidates will register for these courses in YEAR TWO:

EDUC 5439Q 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. *First term, .25 credit.*

EDUC 5452 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. *Full year, .5 credit.*

Specialty Courses

ADVANCED STUDIES IN THE PSYCHOLOGY OF ACHIEVEMENT, INCLUSION, & MENTAL HEALTH

YEAR ONE:

EDUC 5480 Introduction to Teacher 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. *.5 credit (cross-listed ED 9660A)*

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..*5 credit (cross-listed ED 9660B)*

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..*5 credit (cross-listed ED 9660L)*

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. *Two 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. *Full year, .5 credit.*

FRENCH (PJ/JI)

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. *Two 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. *Two hours per week, first term, .25 credit*

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

TBA, .25 credit.

FRENCH (IS)

YEAR ONE:

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

YEAR TWO:

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. *Full year, .5 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. *First term,, .25 credit.*

EDUC 5473S Research in Intercultural Contexts

An exploration of ways to conduct small-scale exploratory research in intercultural contexts with particular sensitivity to cross-cultural dynamics. Teacher Candidates develop and carry out a small-scale, collaborative field study project over their final 3-4 week field placement, collaborating electronically and sharing their findings and emergent learnings in weekly seminars. *Second term, .25 credit.*

STEM

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. *Two 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. *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. *Full year, .5 credit.*

URBAN EDUCATION

YEAR ONE:

EDUC 5474Q Urban Schools 1

An examination of social, political, economic, and educational factors that affect urban schools, and of implications for teaching and learning in urban contexts. Teacher Candidates acquire critical frameworks that assist in understanding policies and practices related to addressing inequities in urban schools. *Two hours per week, first term, .25 credit.*

EDUC 5475S Urban Schools 2

An exploration of how issues of race, ethnicity, class, poverty, gender, sexual orientation, and other background factors matter in terms of student achievement and engagement in urban schools. Teacher Candidates learn how to identify and challenge specific inequities in urban schools. *Two hours per week, second term, .25 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. *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. *Full year, .5 credit*

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

Note: Teachers seeking employment in Catholic schools must complete this course either during the B.Ed. program or as an Additional Qualification afterwards.

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. *Full year, .5 credit*

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

Note: Teachers seeking employment in Catholic schools must complete this course either during the B.Ed. program or as an Additional Qualification afterwards.

For Intermediate/Senior Teacher Candidates ONLY:

YEAR ONE:

EDUC 5423S Teaching Aboriginal Students

The social, political, and historical contexts in which First Nations students receive schooling. Pedagogical strategies, program innovations, and learning contexts that provide promise for healing the ruptures in educational opportunities for aboriginal students in the public and band-operated school systems in Canada receive critical attention. *Two hours per week, second term, .25 credit*

EDUC 5499S Special Topics: LGB2TQ Issues in Education

An examination of the political and cultural landscape of education for lesbian, gay, bisexual, trans, two-spirit, queer/questioning (LGBT2Q) youth. Teacher Candidates learn to recognize homophobia, heterosexism, and heteronormativity in its various forms and their impact in school and society. Queer and anti-oppressive theories are drawn upon to spotlight LGBT2Q-based inequities and direct attention to ways in which educators can support LGBT2Q youth, and cultivate safe, inclusive, and just school environments for sexual and gender minorities. *Two hours per week, second term, .25 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. *Full year, .5 credit*

***Enrolment in each course is limited and, in some cases, the demand exceeds that limit. The University is unable to guarantee registration in any particular course and reserves the right to withdraw course offerings.**