

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> EDUC 300		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Teaching and Learning Practices															
<b>Course Short Title:</b> Teaching & Learning Practices															
<b>Faculty:</b> Faculty of Education, Community, and Human Development		<b>Department:</b> Teacher Education													
<b>Calendar Description:</b> Provides opportunities for prospective teachers to start becoming reflective practitioners. Content includes Western, Indigenous, decolonial, and non-Western educational theories, research, and pedagogy. Topics include strategies of teaching, learning, assessment, classroom management, differentiation, school governance, and equity/inclusion. Includes school observations and/or case studies.  Note: Students should be aware that a Police Information Clearance (PIC) will be required. Please contact the department for details.															
<b>Prerequisites (or NONE):</b>		None.													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>		EDUC 200 and 75 university-level credits.													
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Twice per year</b> Maximum enrolment (for information only): <b>36</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	30	Tutorials/workshops	20	Experiential (work-integrated learning)	10					<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
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<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> December 8, 2021													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> May 6, 2022													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> September 23, 2022													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Examine best practices from Western, non-Western, Indigenous, decolonial, and anti-racist theories in relation to education.
2. Explore personal beliefs and values through reflection and examination of educational cases.
3. Identify characteristics of the personal and methodological dimensions of the pedagogical relationship (among teachers, students, and curriculum).
4. Describe the intention and impact of public policies, prescribed curriculum, and pedagogy on schooling and education.
5. Examine personal values and beliefs about education, learning, teaching, schools, and communities.
6. Identify the influence values and beliefs have on teacher identity and practice.
7. Critique the theory and practice of different learning modalities to instructional methods of lesson design and assessment.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	40%	Field evaluation:	40%	Portfolio:	20%
	%		%		%

**Details:**

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Parkay, Vaillancourt, Stephens, Harris, Hughes, Gadanidis & Petrarca	Becoming a Teacher	2019
2.			
3.			
4.			
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Issues in education
- Curriculum, learners, teachers, public policy
- Indigenization, anti-racism, equity, diversity, and inclusion practices in education
- Learning, assessment, classroom culture and management
- Learner preferences, the brain, and models of teaching and learning
- The reflective practitioner
- Respecting beliefs, relational methods, and reciprocal engagement
- Professional portfolio and evidence of growth
- Case study of the field