

## 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 410		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Education in a Diverse Society <b>Course Short Title:</b> Education in a Diverse Society															
<b>Faculty:</b> Faculty of Education, Community, & Human Dev.		<b>Department (or program if no department):</b> Teacher Education													
<b>Calendar Description:</b> Connects social justice, equity, diversity, anti-oppressive, anti-racist, Indigenous, and decolonial theories with educational policy and pedagogy. Students apply curriculum frameworks in developing culturally responsive, inclusive teaching practices. Students construct a vision for centering social justice in education and schooling.															
<b>Prerequisites (or NONE):</b>		Admission to the Bachelor of Education.													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<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>Credit/No Credit</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>32</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	25	Tutorials/workshops	20							<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: connection to practicum	
Lecture/seminar	25														
Tutorials/workshops	20														
<b>Total hours</b>	<b>45</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> <i>(See <a href="#">bctransferguide.ca</a>.)</i> 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> November 4, 2022													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 27, 2023													

**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. Accurately reference the principles of social justice, equity, anti-oppression, and anti-racism.
2. Analyze social justice perspectives on K-12 Education.
3. Interrogate issues related to cultural identity, intersectionality, multiculturalism, gender identity, Indigenization, equity, diversity, social justice and inclusion.
4. Critique the hidden curriculum related to marginalization of individuals and groups based on gender, sexism, racism, classism, and ableism.
5. Reflect on personally held values and beliefs about diversity, inclusion, anti-racism, anti-oppression, and social justice.
6. Analyze hegemonic practices and dominant narratives that individual students may face in the school, the classroom, and in society from a social justice lens.
7. Analyze legislation and policies that may impact their provision of supportive teaching and learning practices in relation to diversity issues.
8. Design appropriate curricula for their subject area in consideration of equity, diversity, anti-racism, anti-oppression, inclusion, and decolonial issues.
9. Use teaching strategies which facilitate inclusion of and respect for all learners.
10. Demonstrate pedagogically sensitive, culturally responsive practices as future teachers.
11. Reflect on social justice and diversity pedagogy as a basis for appreciating challenges and making pedagogical decisions.
12. Articulate a disposition for self-education and life-long learning that includes social justice as a necessary value and aim of being a teacher.

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

Assignments:	75%	Portfolio:	25%		%
	%		%		%

**Details:**

Group teaching (30%), journals (20%), critical inquiry paper (25%)

**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	B. Egbo	Teaching for Diversity in Canadian Schools (2 <sup>nd</sup> ed.). Pearson	2019
2. Textbook	M. Adams and L. Bell	Teaching for Diversity and Social Justice (3 <sup>rd</sup> ed.)	2016
3. Textbook	Z. Hammond	Culturally Responsive Teaching and the Brain	2015
4.			
5.			

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

- Understanding diversity, social justice, equity, anti-oppressive, and antiracist pedagogies
- The Hidden curriculum
- Culture and identity
- Classroom as a socially just, inclusive, safe, and ethical space
- Schooling the world: Implications of educational colonialism on Indigenous communities
- Community ethnographies and place-based pedagogy
- First Nations and schooling: Storying and learning to become a socially just teacher
- Linguistic, religious, gender, and socio-economic diversity
- Promoting an inclusive classroom through multiple intelligences
- Transformative frameworks for social justice curriculum plans
- Culturally responsive teaching
- Initiating praxis: interrogating personal values and beliefs through the Diversity Awareness Compass
- Deconstructing privilege
- Incorporating social justice into lesson planning