

EDUC 313/315: Pedagogies of Place: Context-based Teaching
College of Education,
University of Saskatchewan
Omega, 2015/2016 fall term

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Class: ED 1004 (and other locations TBA)
Time: 1 to 3:50 p.m.

Calendar Description:

This course considers pedagogical, planning, and assessment choices in relation to place and Indigenous contexts, the specific knowledges and situations of learners, subject learning and relational curriculum-making, social and ecological justice, and Indigenous education priorities. Holistic, experiential, and Indigenous inquiry-based pedagogical methodologies will be examined and experienced. This course addresses integrated methods content in language arts, science, social sciences, and mathematics, and appropriate adaptation, assessment, and evaluation.

Outcomes:

- Recognize and articulate why and how place matters in education;
- Increase capacity for finding and using 'best place for learning' (meaning?);
- Demonstrate a broad understanding of pedagogies of place in relation to the land and social, ecological, and diversity contexts and issues, including a specific focus on First Nations, Metis, and Inuit peoples;
- Integrate understanding of place-based learning in teaching materials, including methodologies and assessment strategies, geared towards enhancing social and ecological justice within the context of SK curriculum;
- Recognize the challenges of working within dominant educational structures and practices and begin to appreciate the importance of mentoring and supportive communities of practice in enabling and creating innovative education.

Key Framing Questions:

- 1) What is the role of place in learning: Its histories, present-day realities, and future implications?
- 2) What pedagogy and curriculum does or could happen in places (land-based, urban, virtual, classroom-based)?
- 3) What are the implications for thinking about place and teaching in these ways for the lifelong learning of diverse students as engaged citizens, and for your own teaching practice?

Course Readings:

Papers are available on-line, linked through course BlackBoard page to the library course page.

Assignments (see more specific details below):

Assessment for Learning Approaches are modelled in this course:

Assignment 1: Learning Journal	ongoing
Assignment 2: Paper on Your Special Learning Place	due October 1 and 15.
Assignment 3: Landscapes of Learning: A Video Project	due November 5.
Assignment 4: Authentic Task	due Nov 5, 19, & December 3.

About 50% of class time will be outside of the classroom, modelling experiential, inquiry, and place-based teaching and learning.

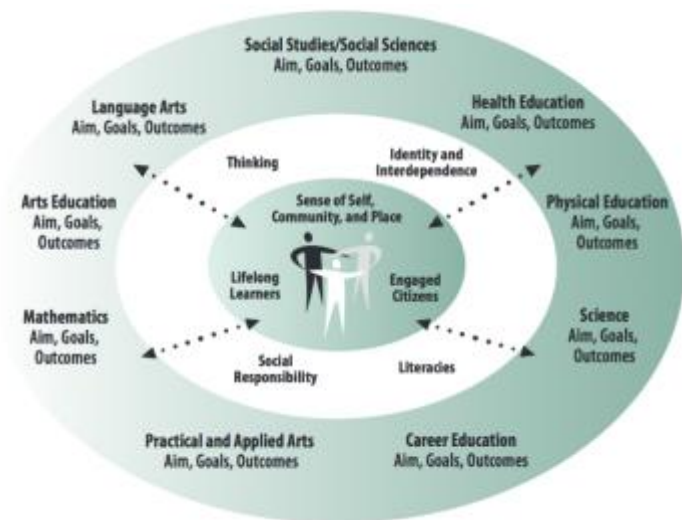


Figure 1. Conceptual Foundations for SK Curricula



Figure 2. U of S Indigenous Voices Program

Assessment:

In this course you will be involved in a variety of learning experiences to increase your familiarity with experiential, inquiry-based, and place-based pedagogies. All of these are more effective for learning if (and only if) the assessment / evaluation approach is also modified. Thus, assessment for learning and outcomes based evaluation will be modelled. In the process you will set some of your own learning goals in relationship to the course material, the Professional Growth Portfolio, and your own interests. You will therefore share in the responsibility of assessing your personal progress. You should consider each of the course outcomes carefully. How will you show that you have achieved the specific course outcomes?

Formative assessments throughout the course may take the form of assignments, individual reflection, pairs and group conversations, consultation with the professor, and various forms of engagement with students, peers and professionals.

You are encouraged to use your journal and assignments to demonstrate your achievement of learning goals and outcomes in relationship to this course and the Professional Growth Portfolio.

Positive participation and attendance in this class are vital to your growth as a teacher. Your grade will be based on achieving course outcomes. You should be able to use the assignments and experiences as evidence in your PGP, and of having achieved the course outcomes.

Assignment Details:

Assignment 1: Learning Journal

You will have solo times in class, at least 15 minutes a day. During these times, you are encouraged to either write/sketch/photograph, etc. your thoughts and/or experiences, or just think about them. If you are thinking about them, be sure to write something about the place/s and the learning that took place for you each day. This learning journal is for you. I will ask for you to hand it in to me within the first two weeks, and will give suggestions for what else you might include. The journal is ungraded.

Assignment 2: Paper on Your Special Learning Place

Done individually.

First due date (for formative feedback): October 1

Final due date (for outcome assessment): October 15

A short essay of about 1,000 words to be written about a place you really enjoy and where you feel

you learn. The place you write about can be one drawn from your own experience or it can be a place that we attend as a class. You may find that any contacts you have in the community, schools or the University can be helpful for this process. The goal of your paper is to examine the following questions:

- What do you find appealing about the place you have chosen?
- Why do you feel that you learn something from being in this place?
- How, if at all, has your idea of learning changed as a result of reflecting about the importance of place?

It is anticipated that your topic and the approach you intend to adopt will be identified in consultation with the instructor. It is advisable to focus on one key feature of the place you choose, how it made you feel, how it was you learned from being there, and how it may have changed your view of learning.

Assignment 3: Landscapes of Learning: A Video Project

Done in teams of 3 to 6 teacher candidates

Final due date: November 5

This project will have you collaboratively create a video to highlight places of learning that are in the community adjacent to your field experience school. Your video will be completed in groups of 3 to 6 teacher candidates placed at that school and presented to your co-op teachers.

Video is an engaging and powerful medium for developing a critical eye in the community. Through questions, research, observation, imagination and visioning, you should find local community issues, that could engage your students in working to solve them. What are those places of learning in your school's neighbourhood?

This project gives you and your peers an opportunity to highlight local out-of-school learning spaces and experiences and share your ideas with peers, professionals, and community members.

Assignment 4: Authentic Task

Final due date: December 3

Done in pairs or trios of teacher candidates.

You will design an assignment/project for students based on your TA 1 or 2 (you **could** choose the TA for the methods course you are currently taking; you **should** consider integrating subject areas as appropriate; and you **must** base the assignment/project on the principles of inquiry/experiential learning and place-based learning and addressing social and ecological justice. It **could** be a task for individual students to accomplish or for small groups, or for the whole class. ["could" – your choice; "should" – recommended to use if appropriate; "must" – the assignment has to include this feature or you will have to do it again.]

To begin your assignment, search the Ministry of Education curriculum guides. Be sure to re-read the Broad Areas of Learning and the Cross Curricular Competencies documents, as well.

Be sure to read the "introduction" part of the curriculum guide carefully since it itemizes the big ideas for each subject area and the pedagogical goals that will help you connect your teaching to a critical pedagogy of place.

Develop your assignment with regard to the learning outcomes set out in the curriculum guides, as well as the BAL and CCC. Consider carefully how the authentic task your students will carry out relates to the outcomes of the curriculum and how student work will be assessed.

NB: teachers are required to teach and assess the outcomes; all the outcomes are equally important. Learning indicators, on the other hand, are suggestions (ie: you **could** choose to teach the outcomes using indicators x, y, z. You **must** teach and assess the learning outcomes.)

Due Nov 5: Write the learning task (assignment/project) that your students will do in a half a page.

This could take the form of a letter to your students. (feedback will be returned by November 12)

Due Nov 19: Consider how your students will learn the necessary skills to carry out the task; what will you need to teach in order for them to complete the task successfully? For example: Will you need to teach them how to access resources? What activities will you do with them to help them develop

necessary competencies? What is the best place for teaching and learning those skills (consider virtual, institutional, and land-based contexts)?

Separately, consider how will you measure success. Outline a teaching plan, for each of from three to five days, where you will ensure the students have the necessary skills for accomplishing the task.

Include in this the way you will share the assessment criteria with your students.

Typically, you can include some of this in a chart format:

Date/time	Outcome	Student Activity	Resources / Place	Assessment (what will you observe and give feedback on?)
Monday, one hour	Put in the outcome(s) from the curriculum guide that will be learned and demonstrated via this task.	Students read over the task. Students examine sample tasks (teacher has found samples from the internet). Students develop criteria for quality, based on the professional samples. Teacher and students co-construct criteria.	Classroom. Websites (actually list the websites!!)	Assess level of engagement. This is for your learning – which students seemed engaged, which did not? Consider how to get all the students engaged – might the task have to be modified in the future?

List of resources (note that in the example above, the resources could be already listed. This would sure be wonderful, since you would be nearly done by November 19!). A list of resources you will introduce to your students to support them in learning how to complete their task. This list must include at least one non-fiction print book, at least one website, at least two community locations (such as museum, or tour, or store, or park, or ...), at least two local “experts”. Identify how the resources will connect to the authentic task.

Rationale: One page, explaining (drawing on what you have learned in the course) why you believe this is an appropriate task for this age and place of students and learning outcome(s).

Due Dec 3: Presentation of your authentic task to your peers (and assessors). The presentation will include a two to three minute overview of the work and any artefacts that you may wish to display as relevant to the task: visual images, charts, and diagrams, objects, resource books or kits, mini powerpoints, photo diaries, etc.

What will be included in your presentation:

- One page description of the task that students will be asked to complete (consider the students in that grade as your audience and allow for student-based inquiry as much as possible);
- Half a page describing what the final product will be, and how students and teacher will negotiate what the final product will be;
- Assessment processes – how you will negotiate and share this with your students, what you will give them feedback on, etc.
- A one page rationale for the task – why you believe it is an appropriate task for the outcome, age and place of students. You should cite papers from the course.

Please have an engaging presentation ready for your peers and assessors so we will all be convinced that you have a brilliant (and cooperative) teaching career ahead of you!

(At any stage, materials may be given to the instructor for formative feedback.)

Authentic Tasks in the Pedagogies of Place Course:

Relevant:

- provide out-of-school relevance
- connect to students' complex, contextual lives
- are community-based
- make use of best-place for learning
- allow continued learning
- develop competency for lifelong learning
- are achievable

Complex in nature:

- leave room for students and teachers to define the tasks needed to complete the activity
- are challenging cognitively and/or physically, emotionally, and spiritually
- are integrated; different subject areas and outcomes represented
- are integrated with assessment
- are integrated with community (place)
- are ill-structured (problem and process have multiple possible interpretations and solutions)

Student autonomy:

- provide opportunities to construct knowledge through dialogue
- allow use of a variety of resources to examine the task
- provide opportunities to collaborate
- provide opportunities to reflect
- ensure students are responsible for learning
- are open for students to determine products that reflect their own learning and strengths
- allow for diversity
- allow time for deep learning

Place-focused:

- access best-place for learning
- facilitate development of connection to place
- provide opportunities to examine social and ecological justice issues in place
- access learning resources in best place
- make a positive contribution to place

Course Schedule:

The course will be used to model experiential inquiry based learning in and about place. Teacher candidates will spend a minimum of 50% of their course time in places other than the university classroom. A “course at a glance” schedule is attached to the **schedule**, and notifications will be sent via email if changes are made. In classroom time will be dedicated to making meaning of experiential and inquiry teaching/learning as it applies to teachers. In 36 hours, it is difficult to address all that must be addressed, especially considering that the methods your instructors are encouraging you to take up, and modelling for you to learn in, are radically different than the bulk of your school experiences.

Course at a Glance: Events / Locations / Due Dates

Date	Location	Activity	Be Prepared	Due
Sept 3	ED 1004 And Prairie Habitat Garden Topic: Introduction	Welcome to Treaty 6 territory What is place, what is territory? Syllabus Simulation of land, place, territory		
Sept 10	NESwale Topic: Urban encroachment	Sheep, plantings and solo time	Calderon, D. (2014) Speaking back to Manifest Destinies: a land education-based approach to critical curriculum inquiry. <i>Environmental Education Research</i> , 20(1), 24–36	
Sept 17	ED 1004 Topic: What is inquiry, experiential learning, assessment for learning, outcomes based assessment?	Co-construct criteria for quality in course; Negotiate assignments; Professor presentation on inquiry, experiential learning, assessment for learning. Discussion of papers.	Gruenewald, D. (2003). A critical pedagogy of place. <i>Educational Researcher</i> , 32(4), pp. 3- 12. Smith, G.A. (2007). Place-based education: breaking through the constraining regularities of public school. <i>Environmental Education Research</i> , 13(2), 189- 207	Learning journals to friends for ideas.
Sept 24	Garden Patch Topic: Local food production Ecological aspects of the urban	In groups, spend time with CHEP, Permaculture Saskatchewan, Native Plant Society, Food Bank, urban pollinator		
Oct 1	ED 1004 Topic: Beyond recycling – how can an individual reduce his/her footprint?	Jig saw Debate Individuals sign up for tours of different urban	Jensen, B., & Schnack, K. (1997). The action competence approach in environmental education. <i>Environmental education</i>	Due date: Your Special Learning Place (for formative

	What role does government serve?	footprint locations. One person is the “boss” of the group and contacts the place to see if a tour can be arranged and sets up the details for the rest of the group.	<i>research</i> , 3(2), 163-178. Senechal, E. (2008) Environmental justice in Egleston Square. In Gruenewald, D. & Smith, G. [Eds.] <i>Place-Based Education in the Global Age: Local Diversity</i> . New York: Lawrence Erlbaum Associates.	feedback) Submit on-line
Oct 8	Station 20 West Topic: Getting to Know the Neighbourhood	In groups, learn different aspects of this neighbourhood. movement (transit, but sidewalks, bike routes, roads, alleys, etc.); green spaces (how biodiverse must “green” be?); recreation spaces; commercial places; residential places; community services; places of learning (non-formal, informal and formal); art places. Fill in a map of the neighbourhood, noting these places. Consider how these places can be places of learning / resources for your subject area.	Corbett, M. (2009). Rural schooling in mobile modernity: Returning to the places I have been. <i>Journal of Research in Rural Education</i> 24(7), 1-13.	
Oct 15	ED 1004 Topic: Critical examination of place/space/land/territory Getting to know and love my place so that I want to make it the best place possible.	Jig saw Role Play		Due: Your Special Learning Place Submit on-line
Oct 22	Individual groups to sites	Sewage Treatment Land fill Water Treatment Saskatoon Light and Power Recycling Train station		
Oct 29	ED 1004 Urban footprint Topic: Urban versus	Question for discussion: What is Saskatoon’s	Newberry, L. (2009). Canoe pedagogy and colonial history:	Assignment 4 Authentic Task letter to

	<p>Wilderness What does “wild” mean? When are you in “wilderness”? What does that mean? What does “Nature” mean?</p>	<p>footprint? We have considered some aspects – what others are there? How would we rank compared to the best cities, do you think? What do you think the city and/or citizens could do better? How will you teach for this? How does this fit with your subject area?</p> <p>In small groups, prepare to ask questions of the city – examine flow charts of roles – about social and ecological justice. You will be told about specific aspects of city management (we can’t cover it all!) Question for discussion: Wilderness, nature, human?</p>	<p>exploring contested spaces of outdoor environmental education. <i>Canadian Journal of Environmental Education</i>, 17, pp. 30-45.</p>	<p>students due Feedback on-line on Saturday</p>
Nov 5	<p>City Hall Topic: Active Citizenship</p>		<p>Applebaum, B. (2009). Is teaching for social justice a “liberal bias”? <i>Teachers College Record</i>, 111(2), pp. 376-408.</p>	<p>Due: Landscapes of Learning: A Video Project Submit on-line Due: Authentic Task letter Submit on-line</p>
Nov 12	<p>Midterm break</p>			
Nov 19	<p>Beaver Creek Topic: Does Nature start where the sidewalk ends?</p>	<p>Interpreted hike; Visit to the centre - debrief; Solo time outdoors in the cold!!</p>		<p>Due Authentic Task (letter, negotiate /share assessment criteria, student activities) Submit on-line.</p>
Nov 26	<p>ED 1004</p>	<p>Experiential / inquiry</p>		

	<p>Debrief: Urban participation and participatory democracy. “Nature” beyond the sidewalk. What did you learn in Pedagogies of Place?</p>	<p>learning, assessment for learning, outcomes based assessment. Resource based learning. Best place for learning. Have you come to know this place, Saskatoon, better? What social and ecological justice issues exist in this place that you could engage your students in working towards resolving while learning subject area content?</p>		
Dec 3	<p>ED 1005 (Student Lounge) Presentations: Authentic Tasks (getting ideas from your peers!)</p>			<p>Authentic Task Museum style presentation Poster /display and 2 - 3 minute talk</p>

Suggested Core Readings:

- Alberta Learning. (2004). *Focus on Inquiry: A teacher's guide to inquiry-based learning*. Alberta Ed, 1. Retrieved October 1, 2014 from <https://education.alberta.ca/media/313361/focusoninquiry.pdf>
- Beames, S., Higgins, P. & Nicol, R. (2012) *Learning outside the classroom: Theory and guidelines for practice*. New York & London: Routledge. (available at the U of S bookstore)
- Frank, C. (1999). *The neighborhood map*. In C. Frank, *Ethnographic eyes: A teacher's guide to classroom observation*. Portsmouth, NH: Heineman.
- Greenwood, D. A. (2014). *A critical theory of place-conscious education*. In M. Brody, J. Dillon, R. B. Stevenson & A. E. J. Wals (Eds), *International handbook for research on environmental education*. American Educational Research Association/Lawrence Erlbaum.
- Gustavson, L. (2007). *Influencing pedagogy through the creative practices of youth*. In M. Lamont Hill, & L. Vasudevan (Eds.), *Media, learning, and sites of possibility* (pp. 80-114). New York: Peter Lang.
- Office of the Treaty Commissioner. (2008). *Treaty essential learnings: We are all treaty people*. Author: Canada.
- Smith, S. & Thorton, E. (2008). *Learning from the land: Towards a pedagogy of the colonized*. Briarpatch 37(4), 4-7.

Visit the Ministry of Education, Saskatchewan website and read the Broad Areas of Learning, and Cross Curricular Competencies documents. As well, choose one or more of the following curriculum documents on which to focus your teaching and teaching related assignments: Science, Physical Education, Social Studies, Art. <http://www.progetudes.gov.sk.ca> - Saskatchewan Curriculum

Rethinking Classroom Learning with Purpose in Mind document (see pdf link at bottom of WNCP webpage) <https://www.wncp.ca/english/subjectarea/classassessment.aspx> - WNCP Rethinking Classroom Assessment Document

Participation:

Participation in all classes and activities is expected, except by extenuating circumstances indicated in writing to course instructor.

Academic Misconduct:

This course will conform to the academic requirements and standards for U of S courses, including the rules of Student Appeals in Academic Matters. Assignments are expected to reflect the principles of academic honesty. These include, but are not limited to the following: your assignments must be your own original academic work; they are not to be (have been) passed in for credit in other courses. Failure to follow these standards may result in penalties ranging from a grade penalty in the course to expulsion from the university. Consult the university's website for further information on academic misconduct: http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf

Students with Disabilities

If you are a student with a disability and you require assistance with note taking or exam accommodations, please contact Disability Services for Students as soon as possible so that services can be implemented in a timely manner. The office can be reached at www.students.usask.ca/dss or 966-5673.