CAPE BRETON UNIVERSITY

Course Outline

EDUC 5112— Learning Resources

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Course Schedule: On –line delivery

Course Overview:

This course will focus on developing a deeper understanding of the use of a wide range of supports or resources in the teaching and learning process. Students will be invited to think critically about the place of learning resources in the classroom and how these resources affect learning and teaching. The course is designed to allow students to explore current theory and research, to discuss, collaborate and share, and also to reflect upon their individual values and beliefs that guide decision making and classroom practice. This course will lead you to think deeply about teaching and learning resources by taking a wider view of the student-teacher relationship. How should we view teaching aids and supports? What is the appropriate role and place of resources in the classroom? How do learning resources impact the pedagogical relationship? How does our use of resources reflect our beliefs and assumptions about teaching and learning? How can we distinguish between resources of enduring value and those that are fleeting and built on educational 'hype'? How do we assess learning resources for true value? These are just some of the questions that will arise during the course.

Course Objectives:

EDUC 512 is a required course in the completion of the Graduate Diploma in Education (Curriculum). A goal of this course is to encourage you to reflect on real classroom and school issues and seek authentic solutions, or ways forward, to address challenges. In seeking to make your learning relevant, practical and engaging, we'll utilize technology, research, discussions, and group activities that employ problem solving and collaboration.

Graduate students, as typically more experienced teachers, are encouraged to revisit and extend major pedagogical concepts through further study, application, collaboration and reflection on practice.

On completion of this course students will demonstrate the following:

- An understanding that the use of resources in the learning process flows out of teacher beliefs and understandings about the nature of that process
- An understanding of the pedagogical relationship
- An ability to clearly articulate a philosophy of teaching and learning to guide practice
- The ability to think critically and reflectively about classroom case studies to uncover the pedagogical significance of the case
- The knowledge to utilize appropriate learning resources to address classroom challenges
- The ability to locate and critically examine government and professional resources available on-line and designed to support teaching and learning
- An understanding of the nature of the inclusive classroom and the role of teaching and learning resources in differentiated instruction
- An understanding of the role of assessment in the learning process and a knowledge of resources to effectively assess 'for' learning
- The ability to critically reflect on the role of technology in the classroom

Topics:

Module 1: Reflective Practice

Module 2: Case Study and Classroom Supports

Module 3: Education for Sustainability

Module 4: Understanding the Diverse Classroom

Module 5: The Principles of Assessment 'for' Learning

Module 6: Integrating Technology into the Classroom

Assignments and other Course Requirements: The descriptions below are brief and more detailed descriptions will be given in the learning module.

Due dates and assignments will come up very quickly. Please let me know immediately if you are experiencing unusual difficulties with respect to due dates.

Evaluation:

1. **Module 1:**   **20%**
    a. **Introductory Personal Statement (5)**
    b. **Description of 'best' teacher (5)**
    c. **Practice of Pedagogy narrative (10)**
2. **Module 2:**   **30%**
    a. **Articulating an Educational Philosophy (10)**
    b. **Developing Your Own Case Study (20)**
3. **Module 3:**
    a. **EfS Discussion and activity**   **10%**
4. **Module 4:**   **10%**
    a. **Narrative (10)**
5. **Module 5:**   **10%**
    a. **Assessment Discussion and Activity (10)**
6. **Module 6:**
    a. **Technology position paper (10)**   **10%**
7. **Moodle Discussion/Posts (10) – see Rubric**   **10%**

                                                                                                                 100%

Your evaluation will be based on clear standards and communicated through the use of assessment tools that reflect the criteria. Comprehensive descriptions and expectations will be given previous to the assigned learning tasks. You are encouraged to ask for assistance or clarification if you are unsure how to proceed on assigned work.

Code of Student Behaviour:

All students should read carefully the section in the University calendar pertaining to "Ethical Behaviour in Academic Matters". This information can be found at: http://www.cbu.ca/cbu/Calendar/Calendar_2007_2009/pdfs/calendar_07-09.pdf