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### **EDUC-5923. Differentiated Instruction**

The course is planned as a series of professional development workshops. Through reading, discussion, case studies, activities and assignments the course is designed to increase an understanding of student differences, of learning and thinking and to develop strategies related to differentiation. The course process includes developing and applying differentiated approaches intended to facilitate learner success. The purpose of this course is to help the pre-service teacher develop other visions of how classrooms operate when the goal is open-minded teaching and learning. Differentiated instruction strategies enable the teacher to plan for academic diversity in order to reach every learner. The topics include learning theories, beliefs about diversity, constructivist research, student choices in activities and assessments, learning styles, Bloom's taxonomy, multiple intelligences, flexible grouping, tiered lessons, grading and managing the differentiated classroom.

### **EDUC-5933. Culture and Schooling**

This course examines the major issues related to schools that function in a complex society. Both local and global aspects of the schooling will be addressed from a philosophical and sociological perspective. Gender issues, economic factors, human rights, multiculturalism, peace, social justice, and the environment will be studied to understand their impact on education and vice versa.

### **EDUC-5943. Teaching Exceptional Learners in the Elementary Classroom**

An overview of issues related to special education and various exceptionalities will be examined including: learning disabilities, speech and language differences, pervasive developmental disorders, hearing impairments, and neurological disabilities. An emphasis will be placed on strategies to assist teachers in addressing the special education needs of pupils in the elementary classroom and the psychology of exceptional learners.

### **EDUC-5953. Educational Psychology I**

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## Professional

### **EDUC-5963. School Law, Teacher Ethics and Professional Conduct**

This course is an examination of the role of the professional in a public school setting. It involves the study of teaching and the law, professional conduct and ethics, and the teacher's role as a member of a self-regulating profession. Topics addressed will include the UN Convention on the Rights of the Child, Canadian Constitution (focus on the Charter of Rights and Freedoms), New Brunswick Education Act & its Policies and Regulations, Family Services Act (pertinent educational sections), and the NBTA Code of Ethics. Students will also collaborate to research a variety of topics in case law.

### **EDUC-5563. French Immersion Methods**

This course explores the methods used to teach school subjects through the medium of French as a second language. The primary focus will be the integration of content instruction with opportunities for student to become proficient in French. The course also provides an overview of the historical development of immersion education in Canada and of current research on immersion. Students are required to have a minimum proficiency of Advanced under New Brunswick French Oral Proficiency Scale to register for this course.

## Language Arts

### **EDUC-5423. Middle School Literacy and Language Arts Methods**

This course continues the development of the pre-service teacher's knowledge base with regard to designing the language arts programme in the elementary and middle level. Topics include the comprehension and response to literature, content area reading, study skills, and making connections between reading and writing. This course provides a framework for the beginning teacher upon which to base logical reflective decisions concerning learning experiences, instructional techniques, and assessment strategies.

### **EDUC-5813. Secondary English Methods**

The Secondary English methods course exposes pre-service teachers to the elements that support "current methods of teaching literature to middle and high school students" (2011). The course text provides a framework for examining methods based on a social constructivist premise. The course will also expose pre-service teachers to recent adolescent literature. Learning outcomes in the course include: designing and participating in book club discussions, developing units of literature instruction, writing about assessment and evaluation for the secondary English classroom, understanding curriculum outcomes for secondary English lessons and other topics that we encounter during the course. Students in the course will be asked to consider what they value in literature instruction, what they believe about individual differences, how the reading abilities of their students affects their teaching, planning and assessment. Subsequently students in the course will consider and design planning models for effective instruction.

## Math/Science

### **EDUC-5833. Teaching Secondary Math & Science**

Course participants will develop the content mastery and pedagogical skills necessary to facilitate engaging, inquiry-based math and science lessons for high school students. By examining various math and science education resources, developing and practicing lesson presentations, and reflecting on learning through discussion and writing, the course participants will gain a greater level of mathematics and science content knowledge and a wider array of teaching strategies for the topics in high school math and science. This course is primarily intended for Math and/or Science majors.

### **EDUC-5863. Methods in Science Education (Grades 6 to 10)**

This course will focus on the Atlantic Canada Science Curriculum for grades 6 to 10. Through reading, discussion, practice, and reflection, course participants will develop the content mastery and pedagogical skills necessary to facilitate engaging, inquiry-based science lessons of the constructivist learning model for middle level and early high school students. Particular focus will be placed on the use of analogies, simulations and discrepant events in the development of explanatory models. A science background is an asset but is not essential.

### **EDUC-5873. Methods in Mathematics Education (Grades 6 to 10)**

This course will focus on the provincial mathematics curriculum for grades 6 to 10. Through reading, discussion, practice, and reflection, course participants will develop the content mastery and pedagogical skills necessary to facilitate engaging, student-centered math lessons for middle level and early high school students. Particular emphasis will be placed on the use of manipulatives and various models in the development of problem solving skills. A mathematics background is an asset but is not essential.

### **EDUC-5883. Teaching Secondary Science**

This course will focus on the Atlantic Canada Science Curriculum for grades 9 to 12. Through reading, discussion, practice, and reflection, course participants will develop the content mastery and pedagogical skills necessary to facilitate engaging, inquiry-based science lessons of the constructivist learning model for high school students. Particular focus will be placed on the examination of the Next Generation Science Standards for high school science as they apply to the curriculum documents for the current high school science courses. This course is primarily intended for science majors.

### **EDUC-5893. Teaching Secondary Mathematics**

This course will focus on the provincial mathematics curriculum for grades 9 to 12. Through reading, discussion, practice, and reflection, course participants will develop the content mastery and pedagogical skills necessary to facilitate engaging, student-centered math lessons for high school students. Particular emphasis will be placed on the examination of the NCTM standards for high school mathematics as they apply to the curriculum documents for the current high school math courses. This course is primarily intended for math majors.

## Social Studies

### **EDUC-5633. Methods in Teaching History at a Secondary Level**

Methods and strategies of teaching history at the secondary level are the focus of the course. A strong emphasis is on awareness of the place of history teaching in the curriculum. Course participants explore and develop a variety of active learning activities. A history background or broad historical knowledge is an asset.

### **EDUC-5843. Methods in Middle/Secondary Social Studies Education**

This course is an introduction to instructional strategies and methods for teaching social studies. The course intends to help pre-service teachers integrate their knowledge of social studies with educational best practices. The areas of social studies focus are geography, history, political science, and economics.

## Elementary Majors

### **EDUC-5413. Elementary School Reading and Language Arts Methods**

The course will focus on current approaches to reading and language arts instruction. This includes becoming aware of the influence of theories of reading and literacy. You will begin to lay the groundwork for your own effective language arts practice by designing and developing curriculum resources and materials for use in the classroom. You will be expected to review and utilize the New Brunswick Curriculum English Language Arts documents (found online) and your course notes and required texts in your planning and preparation of lessons and activities for this course. The spotlight is on reading and the processes of writing, listening, thinking and comprehension in the elementary classroom.

### **EDUC-5433. Elementary School Math Methods**

Elementary mathematics is an introduction to the context and strategies of elementary mathematics (K-8). This course does not require a strong mathematics background. The emphasis will be on content as well as on doing mathematics. Students will be encouraged to be involved in problem solving and exploring mathematical concepts by developing ideas from the concrete to the abstract level, and by developing multiple representations of mathematical ideas. Content topics include pre-number concepts, numeration and place value, whole number operations, number theory, and geometry.

### **EDUC-5443. Art and Music Education for the Elementary Classroom Teacher**

This modularized course will introduce two elements of the elementary major: art and music. Existing curricula in these fields will be examined; students will be given opportunities to plan and present lessons that meaningfully integrate art and music into other areas of the elementary curriculum.

### **EDUC-5453 Physical, Health, and Wellness Education in the Elementary School**

This course will develop B.Ed. students' knowledge and understanding of the nature of the discipline of personal development, wellness, health, and physical education (PDWHPE), its relationship to supporting the development of the health and wellbeing of the child, and implications for teaching this in the elementary school. This is an introduction to PDWHPE in primary schools that examines health and movement issues relevant to the primary-aged child in today's society.

### **EDUC-5473. Science for Elementary Children**

The nature and purpose of science education are explored. Effective use of minimal time allotted to this discipline at the elementary level is the main focus. One of the primary tasks to be undertaken is the construction of discovery-based learning centres as well as appropriate assessment tools. Students will be given the opportunity to experience the dynamics of constructivist science learning with a special emphasis to cross-curricular extensions. Time will be spent exploring student record keeping strategies which compliment a guided inquiry-based approach.

### **EDUC-5613. Methods in Elementary Social Studies Education**

This course focuses on investigating elementary school (K-5) social studies teaching methods. The course intends to help pre-service teachers articulate a conception of social studies education and its goals. The main areas of social studies focus are geography, history, political science, and economics and the social aspects of health education. The course design assumes that all teachers strive to engage students in meaningful experiences that bridge the study of social studies concepts with the community of learners in the classroom.

## **Electives**

### **EDUC-5003. Sociology of Education**

The focus of this course will be on the nature of the relationship between school systems and the broader societies of which they are a part. This will be done with two purposes in mind (1) to determine both the structural configuration and the functions of education in contemporary society of and (2) to demonstrate the effects of this relationship on the internal functioning of schools. Accordingly, we shall examine a variety of theoretical perspectives whose intent is to conceptualize the school-society connection. Of particular concern will be structural functionalism, cultural reproduction theories, and theories of correspondence. Each will be considered in some detail, especially in terms of the constraints and limitations placed on education by the social structure.

### **EDUC-5103 Teachers and Human Rights: Issues and Perspectives**

The course introduces participants to the origins of modern human rights laws, by reviewing philosophies, rights instruments, and the ensuing tensions and perspectives located in educational systems of the 21st century. The purpose and main focus of this course is to increase students' knowledge and understanding of human rights in relation to their chosen field of study. The course will illuminate key human rights concepts, practices, specific human rights problems, and human rights standards.

### **EDUC-5113. Alternative Schooling Pedagogies**

Participants will explore a range of alternative pedagogies used to teach students in non-traditional schools including long established philosophies such as Waldorf, Montessori and current trends in addressing the learning needs of students who do not attend, have different interests/needs, or who have disengaged with traditional schooling. Topics may include *International Baccalaureate*, Charter, and Private schools, as well as other alternative educational settings with focus on the sociocultural dimensions of learning that underpin these contexts.

### **EDUC-5123. Topics in Education**

This course is designed to respond to changes in the educational system and the needs of students. Topics vary from year to year.

### **EDUC-5133. Shared Leadership**

This course focuses on teacher leadership. It begins with an examination of traditional roles of the principal as a school leader. Students will then examine the concepts and practices of school improvement and the essential role of teacher leadership in this process. The cultural,

### **EDUC-5233. Educational Psychology II**

This course will be offered as a seminar class. Our focus will be the examination of brain-based research and about how this research impacts classroom instruction. The opening topics will deal with personality and temperament. We will then focus on the impact of current scientific studies on teaching and learning. You will be expected to research, report, and workshop on one of the following topics that examine our understanding of how the brain functions: emotion and learning, the speaking brain, the reading brain, the mathematical brain, the calculating brain, the computing brain, and the creative-artistic brain. The final topic will be a discussion on the future impact of scientific research on educational practices.

### **EDUC-5243. Early Years Education: Contemporary Theory and Practice**

This is an education course intended primarily for elementary education students. The purpose of the course is to introduce educators to contemporary thinking about and educational practice with young children. The course examines and focuses on how children play, relate, live and learn in early years educational settings. The participants in the course will further investigate theories and practice fundamental to early years education through observation and documentation. Class members will also design and implement purposeful projects for use with young children in pre- school and primary settings.

### **EDUC-5513. Teaching English as a Second Language**

This course offers an exploration of methods and issues related to teaching English as a second language in a variety of contexts (e.g. overseas, mainstream public school instruction, courses for newcomers to Canada, intensive English programmes). It offers students a great understanding of the structure of the English language. The major focus of the course will be current approaches to language teaching, with an emphasis on communicative, task-based, and content-based methods. Attention will be also be devoted to such social issues as learner identity and the role of English in the world.

### **EDUC-5523. Theatre in Education**

This course will introduce students to the Theatre in Education (TIE) movement and invite them to explore the use of theatre for educational purposes. Besides reading about and discussing current practices, participants will have the opportunity to produce a performance/workshop on a topic of interest for a select population. The devising will emphasize interactive theatrical strategies for generating and integrating audience input.

### **EDUC-5543. Catholic Religious Education**

This course is designed to offer both examples of curriculum and methods of instruction to the prospective teacher of the Catholic religion. This will entail an examination of some core of Roman Catholic theological concepts, approaches to scriptural interpretation. Catholic social teachings, sacramental theology and liturgical preparation as well as those teaching techniques which are appropriate to a critical praxis methodology. Perspectives on ecumenism and inter- faith dialogue will also be examined.

### **EDUC-5553. Technology Education (K-10)**

The course examines how technology is taught at the elementary, middle and secondary levels. At the elementary level technology is integrated into other discipline areas, and at the 6 to 10 grade levels technology is a focus of the MSTE (Middle School Technology Education) and BBT (Broad-Based Technology) courses. A study of technology curriculum, instructional planning, and research in new areas of technology integration will be the focus of the course





## Field Experience

### EDUC-5015. Field Placement

The field placement consists of a minimum of fifteen weeks. There are four days of school visitation and two separate placements in a K-12 school setting. Placement is made by the School of Education in accordance with the policy in the St. Thomas University Calendar and the BEd Field Placement Handbook. All field placements will be conducted in the Province of New Brunswick.

## Education Plus (Education Institute)

### EDUC-5553. Technology Education (K-10)

The course examines how technology is taught at the elementary, middle and secondary levels. At the elementary level technology is integrated into other discipline areas, and at the 6 to 10 grade levels technology is a focus of the MSTE (Middle School Technology Education) and BBT (Broad-Based Technology) courses. A study of technology curriculum, instructional planning, and research in new areas of technology integration will be the focus of the course.

### EDUC-5703. Contemporary Mathematics Concepts for Elementary Educators

This course will focus on the "Big Ideas" of how children in grades K-5 develop mathematically, with a primary focus on Number Sense and Operations. Throughout the course, participants will develop a greater level of mathematics concept and content knowledge and a wider array of teaching strategies for the specific topics and units of interest to them. Emphasis will be placed on the development and implementation of a Balanced Mathematics program in elementary classrooms.

### EDUC-5713. Contemporary Mathematics Concepts for Middle Level Educators

This course will focus on the "Big Ideas" of how students at the middle level develop mathematically, with a primary focus on Number Sense and Operations. Throughout the course, participants will develop a greater level of mathematics concept and content knowledge and a wider array of teaching strategies for the specific topics and units of interest to them. Emphasis will be placed on the development and implementation of a Balanced Mathematics program in middle level classrooms.

### EDUC-5723. Contemporary Science Concepts for Elementary Educators

This Education Institute course is intended for practicing elementary school teachers and focuses on the science-related instructional units of the K-2 You and Your World Curriculum as well as the instructional units from the Atlantic Canada Science Curriculum for grades 3 to 5. The intent of the course is for participants to develop the content mastery, pedagogical skills and the confidence necessary to foster engaging, inquiry-based science lessons for their students.

### EDUC-5733. Contemporary Science Concepts for Secondary Science Educators

This Education Institute course is intended for practicing middle level and early high school science teachers and focuses on the instructional units of the Atlantic Canada Science Curriculum for grades 6 to 10. The intent of the course is for participants to develop the content mastery, pedagogical skills and the confidence necessary to foster engaging, inquiry-based science lessons for their students.

### **EDUC-5823. Writing for All Teachers: Critical and Multiple Perspectives Across the Disciplines**

This course uses an interdisciplinary approach to expose teachers to writing across disciplines. Based on the belief that writing is a significant indicator of academic success, the course stresses the importance of communicating ideas and information in all subject areas. It enables teachers to demonstrate and model good writing across various curricula. It is designed for every teacher who wishes to learn how to improve student writing.

### **EDUC-6113. Introduction to Classroom Action Research**

This is a first of two action research courses. Participants in the course will examine the use of action research methodology to investigate problems of professional practice and their solutions.

### **EDUC-6123. Conducting Classroom Action Research**

Each participant will conduct classroom research to answer questions posed in EDUC 6113 and to produce a formal, written document which describes the research question, the research on similar topics, the methodology used, and the results and conclusions. Prerequisite: EDUC 6113.

### **EDUC-6133. Shared Leadership**

This course examines the evolution of school administration and the roles expected of the principal as a school leader. Students will examine the requirements for school improvement and the disjunction between current leadership and improvement goals. Cultural, social, and institutional barriers that prevent teachers from building leadership capacity in schools will be discussed. Students will apply the leadership skills of trust building, team building, conflict resolution, change agency, and decision making to the development of teacher leadership. The capstone assignment will focus on a practical plan to improve leadership capacity within the school/district.

### **EDUC-6143. The Professional Learning Community**

This course examines schools as learning organizations. It focuses on the philosophical and operational changes essential for the transformation of schools from the traditional bureaucratic paradigm to a learning community model. Topics include teacher collaboration in lesson planning, instructional practices and assessment. Students will be expected to complete an analysis of their own school in which they identify the barriers to implementing the professional learning community model and submit a paper outlining both their analysis and plans for transforming their school culture and operations.

### **EDUC-6153 - Assessment as an Instructional Practice**

This course examines assessment in a broad context with a focus on the role that assessment plays in improving instructional strategies and student motivation. Students will review current research on assessment practices and how mental models of assessment impact decisions that drive classroom and school operations. Daily assignments will lead students to examine the shifting educational beliefs and values as schools wrestle with the expectations of skills, knowledge and dispositions required for the 21st Century. The primary focus of discussions will be the transition of assessment as post-instructional system of sorting and ranking students to one that incorporates strategies before, during and after instruction to maximize student learning. The major assignment will focus on transforming the traditional assessment approach to a system that improves student achievement by addressing readiness, intervention and motivation for learning.

### **EDUC-6233. Curriculum and Instruction for Gifted Learners**

This course involves the study of differentiated curriculum and instruction for gifted learners. The course will focus on key content, process, product, concept and implementation issues in working with the gifted in various domains of inquiry. Additionally, curricula accommodations/modifications for those gifted students with additional learning needs or differences will be examined. Prerequisites: EDUC 5243/5253 or equivalent; EDUC 5233; and EDUC 6253.

### **EDUC-6243. Creativity and Cognition in Gifted Education**

This advanced course focuses on the theory, research, and application of creativity in education and other learning contexts. It engages students in understanding and mastering the tool skills and processes of divergent thinking in designing educational products. Prerequisites: EDUC 5243/5253 or equivalent or EDUC 5233; EDUC 6233; and EDUC 6253.

### **EDUC-6253. Introduction to Gifted Education and Talent Development**

This course offers practical methods and strategies for challenging the most able students in the inclusive setting and beyond. Research-based standards for teacher preparation in gifted education will provide a framework as set out by the American National Association for Gifted Children and the Council for Exceptional Children. Drawing from historic, as well as current theory and practice, this course will enable educators to meet the diverse needs of their gifted and talented students.

### **EDUC-6503. Teaching For and About Human Rights**

This course is offered during Education Institute designed for B.Ed. students, teachers, practicing teachers and professionals in related fields. The course introduces participants to the various rights, instruments, and issues relevant to the classroom and provides opportunities for teachers and others to increase their knowledge in the human rights field.

### **EDUC-6633. Teaching Elementary & Middle Level Mathematics**

This Education Institute course is intended for practicing elementary and middle school teachers and focuses on the "Big Ideas" of how children in grades 3-8 develop mathemati-

Prerequisite: EDUC 5853, or the permission of the instructor, since some experience/comfort level with drama is necessary.'

**EDUC-6903. Teaching Internationally: Perspectives & Practice**

This Education Institute course is intended for anyone interested in international teaching. Historical and contemporary perspectives will contextualize student learning about the

