

Department of Education

Note: Not all courses listed are offered each year. Please consult with the Department Chair for more information about current and planned course offerings. Only those courses indicated are open to enrolment of Arts or Social Work students.

3003. Fundamentals of Teaching English as a Second Language

This course offers BA students an introduction to teaching English as a second language. Students will explore current teaching techniques and gain an understanding of key features of the English language. They will also explore issues related to cross-cultural communication, links between language and culture, and the role of English in the world. The course includes a tutoring practicum that gives the student the opportunity to put new skills and ideas into practice. As part of the course requirements, students will meet regularly with ESL students to provide language assistance. Note: This 3 credit hour course is usually scheduled over two semesters. Permission of the instructor is required for enrolment. This course cannot be used as part of the 60-credit hour Bachelor of Education Programme.

3403. Contemporary Mathematical Concepts

This course is designed to give students a measure of insight into modern mathematics. The course provides students with little mathematical background an opportunity to acquire a body of mathematical knowledge. EDUC 3403 is designed to enhance the mathematical skills of any Arts students. In the course we will examine the fundamental mathematical concepts in the areas of numeration, rational and irrational numbers, number theory, geometry, probability, measurement, problem solving, and data interpretation and presentation. This course is not part of the limited enrollment St. Thomas Bachelor of Education Programme, although it would be a good choice for students considering teaching as a career. Note: This course cannot be used as part of the 60-credit hour Bachelor of Education Programme. 3 credit hours.

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 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. 3 credit hours.

5013. The Learning Environment

This course will explore traditional and alternative approaches to assessment and classroom management. Course participants will have the opportunity to develop their own proactive approaches. 3 credit hours.

5015. Teaching Internship

The teaching internship involves fifteen weeks of direct teaching experience in different placements of duration determined by the Department in accordance with the "Policy on Placement in the BEd Internship." 15 credit hours.

5023. School Law, Teacher Ethics & Professional Conduct

This course is a compulsory component of the Bachelor of Education Programme. It involves the study of educational law and a review of the ethics and professional conduct expected of

New Brunswick teachers. The legal aspects of the course will focus on the New Brunswick Education Act and its regulations (pupil conveyance, school administration) as well as the provincial policies on pupil protection and positive learning environments. The course also examines the Code of Ethics and Professional Conduct for New Brunswick teachers. 3 credit hours.

5033. Culture and Schooling

This course examines the major issues related to schools that function in a complex society. Both local and global aspects of 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. 3 credit hours.

5103. Survey of Children's Literature

An introduction to the varieties of literature written for children: picture books, fantasy, junior fiction, classics, folk tales. Attention is given to methods of selecting books for children and the place of children's literature in the classroom and the home. 3 credit hours.

5113. Educational Technologies, Issues, and Instructional Design

Educational Technologies have reached the point where they have profound impact on how we teach, who learns, where they learn, and how instructional activity is organized. If education students are to make use of these capabilities as teachers then they must understand the benefits and limitations of technologies and begin to develop a framework in which benefits can be realized. The goal of this course is to ensure that electronic technologies are used in an appropriate and effective manner to enhance educational objectives. 3 credit hours.

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. 3 credit hours.

5133. Shared Leadership

This course begins with an examination of traditional roles expected of the principal as a school leader. Students will then examine the requirements for school improvement and the disjunction between current leadership and improvement goals. The cultural, social, and institutional barriers that prevent teachers from building leadership capacity in schools will be discussed and students will analyze reciprocal learning processes that build the authentic relationships required to develop sustainable, self-renewing schools. 3 credit hours.

5223. Educational Psychology I

This course is designed to examine the major theoretical principles upon which education for children and adults may be based. It also examines normative characteristics of learners as well as current trends in the application of theory to classroom situations. 3 credit hours.

5233. Educational Psychology II

The objective of this course is to provide a theoretical complement to the practical experiences of teacher candidates. The course adopts a critical perspective examining both traditional theories of learning, as well as the current literature and ongoing debates about how humans learn and what that means for classroom practices, issues of diversity and multicultural education, understanding the notion of differences and "otherness", and appropriate assessment practices. This course includes examples of exemplary teaching as well as discussions of educational shortcomings. 3 credit hours.

5243. Teaching Exceptional Learners

This course is an introduction to the education and development of those children, youth, and

adults who are special learners. Topics include the variations in human development, in emotional, behavioral, physical health, learning rates, and other domains. The course examines the contexts within which the learner is developing, such as school, family, and community. Practical projects and community or school-based practice is required in this course to give experience. This course is open to Arts/Social Work students with permission of instructor. 3 credit hours.

5313. General Methods: Foundations

This introductory course examines instructional methods and pedagogical strategies that may be used to structure one's teaching. Specific attention will be given to six teaching methods: presentation, direct instruction, concept teaching, cooperative learning, problem-based inquiry, and classroom discussion. Within this framework, the course explores a variety of pedagogical topics pertinent to elementary, middle, and secondary schooling, including lesson planning and classroom management. 3 credit hours.

5323. General Methods: Differentiated Instruction

This compulsory methods course for education students helps the pre-service teacher develop other visions of how school classrooms operate when the goal is open-minded teaching and learning. By examining differentiated instructional strategies, the teacher begins to understand that differentiation can occur in the content, process, product, and environment of the classroom. Participants will engage in curriculum planning and develop teaching units that incorporate differentiated instructional strategies. 3 credit hours.

5413. Elementary School Reading & Language Arts Methods (K-4)

The purpose of this course is to provide pre-service education in the teaching of reading and language arts at the elementary level. This course examines current curriculum materials and methodologies including phonics and whole language methods in the teaching of literacy. Through class discussions, activities, and research the connections between theoretical foundations and practical applications will be evident. Reading, observations, and planning of mini-lessons will provide a knowledge base about literacy and effective language arts instruction. 3 credit hours.

5423. Middle School Literacy and Language Arts Methods

The course is designed for pre-service or in-service teachers of students in grades five through eight. The curriculum content and expected outcomes of the language arts in the middle school are examined. Topics include the comprehension of and responses to literature, content-area reading, study skills, lesson planning, reading assessment, and other school-based activities. 3 credit hours.

5433. Elementary School Mathematics Methods

The first term of elementary mathematics is an introduction to the context and strategies of elementary mathematics. The 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 in the first term include pre-number concepts, numeration and place value, whole number operations, number theory, and geometry. 3 credit hours.

5443. Elementary/Middle School Mathematics Methods

The second term of elementary mathematics is a continuation of the emphasis on context, content, and strategies of term one. The content topics are rational numbers, geometric figures and shapes, discrete and continuous measurement, probability, and statistics. Consideration will be given to technology, diagnosis of mathematical difficulties, and instructional planning. Students who did not take EDUC 5433 must have the permission of the instructor to enroll in

EDUC 5443. 3 credit hours.

5453. Creative Arts Education for Elementary School

This course introduces pre-service teachers to the basic forms, processes and vocabulary used in fine arts education so that they may comfortably enrich their classroom activities with arts-related experiences, something now expected of all elementary teachers. Discussions will focus on how the arts may be used to deepen and extend learning in the elementary classroom; topics will include the importance of a non-judgmental classroom climate, the process-product debate, the difference between teaching about the arts and teaching through the arts, the challenges of assessment, and the conflicting messages school sends about the value of arts education. Existing curricula in music, visual arts, and drama will be also be examined. 3 credit hours.

5463. Physical Education/Health

This course is designed to assist education students in acquiring the body of knowledge pertaining to teaching physical education and health curricula in K-12. Students will learn and practise skills of designing, delivering, and assessing physical education activities and programs. This course will also meet the requirements for elementary education students. Students will review health and physical education models and provincial curricular outcomes. 3 credit hours.

5503. Teaching for and about Human Rights

This course is a human rights summer institute designed for pre-service teachers, practicing teachers, and professionals in related fields. This course introduces participants to the various rights, instruments, and issues which can be addressed in the classroom. The course provides opportunities to teachers and others to increase their knowledge base in the human rights field. Note: This course cannot be used as part of the 60-credit hour Bachelor of Education Programme. 3 credit hours.

5513. Teaching English as a Second Language

This is a teaching methods course for those who wish to teach English as a second language (ESL). The course aims to meet the need for training, experiences, and methods language teachings for those involved in English language education in second language or multi-lingual situations. This course will offer the student knowledge of the fundamentals of the sound system, the word system, and the sentence system of English. Knowledge of English language development, including both psycholinguistic and socio-linguistic perspectives, will be examined. Enrollment limited to BEd students except by permission of the Department. 3 credit hours.

5523. Elementary/Middle French Second Language Methods

This course provides an exploration of communicative methods used to teach French at the elementary and middle school levels. The emphasis will be on evaluating and preparing materials that integrate language, culture, and content instruction. The course will also provide a brief overview of theories first- and second-language development. Connections between these theories and classroom experience will be explored. 3 credit hours.

5533. Middle/Secondary French Second Language Methods

This course presents methods that are used to teach French in middle and secondary schools. Particular attention will be devoted to the development of pedagogical materials that reflect the multidimensional curricula and other communicative approaches to language teaching. The course will also include discussion of the individual and social factors that affect language learning success among adolescents. 3 credit hours.

5543. Catholic Religious Education

This course is designed to offer both examples of curricula and methods of instruction to the

prospective teacher of the Catholic religion. This will entail an examination of some core Roman Catholic theological concepts, approaches to scriptural interpretation. Catholic social teachings, sacramental theology and liturgical preparation, as well as those teaching techniques, are appropriate to a critical praxis methodology. Perspectives on ecumenism and interfaith dialogue will also be examined. Open to Arts/Social Work. 3 credit hours.

5553. Technology in Education (K-10)

The course explores the relationship of technology to society with particular reference to the educational setting. Students will study the way different stakeholders view technology use in education, to look at some possibilities for using technology in schools, and to permit some practical experience in the field and in curriculum development. 3 credit hours.

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. 3 credit hours.

5813. Secondary School English Methods

This course examines the curricula used in the Atlantic region and the suggested outcomes from the Atlantic Canada English Curriculum Guide for grades 9 through 12. Teaching strategies that provide flexibility for teachers in planning instruction to meet the needs of students will be explored. 3 credit hours.

5823. Teaching Composition in the Secondary School

The course is designed to offer the student teacher the opportunity to plan, design, and structure learning experiences and activities which will sponsor the learning of the fundamental skills of written communication. 3 credit hours.

5843 I & II. Methods in Social Studies Education

This course is an introduction to instructional strategies and methods for teaching social studies. The course is intended to help pre-service teachers integrate their knowledge of the social sciences with educational best practices. The main areas of content focus will be geography, history, Political Science, and economics. 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. There are two sections of this course offered, one focused on middle/secondary social studies teaching and one focused on teaching social studies at the elementary school level. 3 credit hours.

5853. Drama Across the Curriculum

This course will explore how drama can be used as a pedagogical tool in the classroom, particularly at the secondary level. In addition to learning basic drama skills, students will become acquainted with theatrical forms and conventions that are used to explore educational content in curricular areas such as language arts, social studies, science, etc. Participants will have the opportunity to create and fine-tune their own educational drama lessons. Discussions will include classroom management issues that arise when running a drama class. 3 credit hours.

5863 I & II. Methods in Science Education

This course is an introduction to curriculum materials and teaching methods for science. Principles of science education are explored with particular emphasis on the constructivist learning model, the effective use of discrepant events, and the development of STSE materials. A science background is an asset but not essential. There are two sections of this course offered; one focused on middle/secondary science teaching and one focused on teaching

science at the elementary level. 3 credit hours.

5873. Teaching Middle Level & Secondary Math

Teaching approaches and curricula materials prescribed for grades 6 to 10 mathematics courses are explored. A strong emphasis is placed on problem solving and effective use of manipulatives suggested by most curricula documents. A variety of active learning strategies essential to successful teaching in mathematics is extensively explored and developed by course participants. A math background is an asset but not essential. 3 credit hours.

5883. Teaching Secondary Science

This course is an introduction to curricula and methods of instruction appropriate for high school science. Among the curricula to be examined will be those currently in use in the Atlantic region. Integrated science units as well as specific instructional techniques suitable for the high school setting will be examined. Primarily intended for science majors. 3 credit hours.

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. 3 credit hours.

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. 3 credit hours.

6133. Shared Leadership

This course begins with an examination of traditional roles expected of the principal as a school leader. Students will then examine the requirements for school improvement and the disjunction between current leadership and improvement goals. The cultural, social, and institutional barriers that prevent teachers from building leadership capacity in schools will be discussed and students will analyze reciprocal learning processes that build the authentic relationships required to develop sustainable, self-renewing schools. 3 credit hours.

6503. Teaching for and about Human Rights (HMRT)

This course is offered during the human rights summer institute designed for pre-service teachers, practising 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 base in the human rights field. 3 credit hours.