

expense | monthly tracking report

claimant | Downey, Dana
position | Trustee
level | Board of Trustees
reporting period | September 1 to October 31, 2023
date of report | Friday, December 8, 2023



| Description | Date (mm/dd/yyyy) | Details and/or Rationale | Amount (CDN\$) | Category | Expense Type |
|--------------------------|-------------------|---|----------------|-----------------|-------------------------------|
| University of Lethbridge | 09/06/2023 | PD Educational Theory & Practice Course | \$1,236.52 | working session | PD course or registration fee |
| | | | | | |

Account Summary by Term

001053177 D. Downey

02-Oct-2023 12:28 pm

The details on this page show the charges and payments for all terms. Note that transfers between terms always show up in the "charge" column, but in one term it will show as a positive (+) amount and in the other term it will show as a negative (-) amount. Transfers are not charges.

Further information:

- [Payment Methods](#)
- [Payment Deadlines](#)
- [Housing Deadlines](#)
- [View fees for upcoming terms](#)
- [Other student financial services information](#)

To register for future terms, receive transcripts, and be eligible to apply to graduate, all outstanding fees with the University must be paid in full by applicable fee deadlines.

- Any outstanding amounts are charged interest at a rate of the bank prime rate plus five percent per annum. The current rate is 11.7% per annum. This rate is updated on a yearly basis each May, and subject to change based on current prime rates.
- Any registration changes will show on the Account Summary the following day.
- Registration charges for the Fall, Spring and Summer terms will appear on your Account Summary the first day of classes. You can view upcoming estimated charges when you have registered on the [registration fee assessment](#). This page may be printed by using your browser print options.

If you are covered by another Health and/or Dental plan, you may be able to opt out of the Students' Union Health and/or Dental plan. Find the opt out details on the [Students' Union Health and Dental Opt-Out](#) page.

- Undergrad students that have questions related to the Student Union UPASS please contact the Student Union by email at ulsu@uleth.ca
- Graduate students that have questions related to the GSA UPass please contact the Graduate Students' Association website at [Graduate Students' Association](#) or contact the GSA by email at gsa@uleth.ca.



Anticipated financial aid payments (e.g. sponsorships, Co-Op, grad payroll deduction or other payment arrangements) are **NOT** included in the summary. These arrangements COUNT as a payment towards fee deadlines for the term it is set up.

Note: student loan amounts for tuition are now sent directly to the student and do not come to the university. Please complete all loan documents to ensure loan funding is received prior to payment deadlines.

[Anticipated Financial Aid Payments](#)

Summary

FALL 2023

| DETAIL CODE | DESCRIPTION | CHARGE | PAYMENT | BALANCE |
|-----------------------------------|--------------------------------|------------|---------|-------------------|
| GSAO | Graduate Students' - Operation | \$46.55 | | \$46.55 |
| ITSF | Student Tech Fee - Fall | \$5.28 | | \$5.28 |
| MEDF | Tuition Fee MEd Domestic | \$709.41 | | \$709.41 |
| MELI | Meliorist Fee | \$3.00 | | \$3.00 |
| MEPF | Program Fee (Fall) MEd Domest | \$418.55 | | \$418.55 |
| SACF | Student Copyright Acc Fee-Fall | \$3.00 | | \$3.00 |
| SAFF | Student Serv. Fee - Fall | \$50.73 | | \$50.73 |
| TERM CHARGES: | | \$1,236.52 | | |
| TERM CREDITS AND PAYMENTS: | | | \$0.00 | |
| TERM BALANCE: | | | | \$1,236.52 |

SUMMER 2023

| DETAIL CODE | DESCRIPTION | CHARGE | PAYMENT | BALANCE |
|-------------|--------------------------------|------------|---------|---------|
| DRMA | Dormitory Application Fee | \$60.00 | | \$0.00 |
| DRMO | Housing ORS Fee | \$12.50 | | \$0.00 |
| GSAO | Graduate Students' - Operation | \$64.62 | | \$0.00 |
| GSCK | CKXU Radio Society Grad St. | \$3.00 | | \$0.00 |
| GSUP | Graduate Students' - UPass | \$0.00 | | \$0.00 |
| INTU | Interest re Tuit. & Comp. Fees | \$4.08 | | \$0.00 |
| ITS2 | Student Tech Fee - Summer II | \$10.56 | | \$0.00 |
| ITSS | Student Tech Fee - Summer I | \$5.28 | | \$0.00 |
| MEDN | Tuition Fee (Sum) MEd student | \$1,418.82 | | \$0.00 |
| MEPS | Program Fee (Sum) MEd student | \$418.55 | | \$0.00 |
| PKWB | Parking Permit - Student Web | \$70.00 | | \$0.00 |
| SAC2 | Student Copyright Acc Fee-SSII | \$6.00 | | \$0.00 |
| SACS | Student Copyright Acc Fee-SS I | \$3.00 | | \$0.00 |

CASHIER: TWARBCI

Dana C. Downey

Canada

University of
Lethbridge

| CODE | TERM | DESCRIPTION | TRAN DATE | CHARGE | PAYMENT |
|--------|------|---------------|-----------|--------|------------|
| | | Payment - Stu | 04-OCT-23 | | \$1,236.52 |
| TOTALS | | | | \$.00 | \$1,236.52 |

* * * DUPLICATE RECEIPT * * *

Cash Office

4401 University Drive
Lethbridge, Alberta, Canada
T1K 3M4

Phone 403-329-2469
Fax 403-380-1871

cash.office@uleth.ca
www.uleth.ca

THIS RECEIPT IS NOT FOR INCOME TAX PURPOSES



EDUCATION 5300A
**THE FOUNDATIONS OF MODERN
EDUCATIONAL THEORY AND PRACTICE**

Fall 2023
Online delivery

Instructor: Dr. Amy von Heyking
Office: TH 262 (East)
Phone: 403-332-4597 (office)
403-360-5756 (cell)
E-mail: amy.vonheyking@uleth.ca

Please feel free to call, email, or text me if you have any questions, or would like to make an appointment to call or meet via Zoom.

The course will be administered through Moodle. All relevant resources will be provided there: <https://moodle.uleth.ca>

Note that there are three OPTIONAL Zoom sessions scheduled for Saturday, Sept. 9, Wednesday, Nov. 1, and Monday, Nov. 27.

CALENDAR DESCRIPTION

An interdisciplinary analysis of the evolution of modern educational theory and practice as it relates to a variety of settings.

OVERARCHING INQUIRY QUESTION

In ED 5300 we explore the question: What educational theories have most significantly impacted schooling? We examine their roots, assumptions, and consider their legacies for contemporary educational systems, policy, and practice.

STATEMENT OF PURPOSE

What goes on in schools is neither the result of societal consensus, nor the reflection of research findings regarding how students learn best. Rather, it is a product of complex forces that have deep roots in over one hundred years of the historical evolution of schooling. These forces and education research have resulted in the development of key educational theories that seek to explain and shape the practices of schooling. Understanding these theories, conceptually and in practice, helps us as professional educators better understand the institutional context of our work. In this course we shall be exploring key theories as they

*Educ 5300A, Fall 2023
von Heyking*

apply to education generally and to public schooling specifically. We shall be giving particular attention to their philosophical and ideological assumptions, their strengths and limitations, their relationships, and their enduring legacies. We will apply our insights in thinking through current issues related to schooling.

INTENDED LEARNING OUTCOMES

Upon completion of this course, it is expected that participants will be able to:

- 1: Demonstrate a sophisticated and critical understanding of key educational theories that have shaped educational systems, institutions, and schooling practices.
- 2: Identify ways in which those theories have guided historical and contemporary educational policies and practices.
- 3: Identify how those theories have resulted in conflicts, contradictions, and complexities reflected in the aims, policies, and practices of contemporary schooling.
- 4: Demonstrate critical reading of scholarly and professional writing on educational theories and practices.
- 5: Demonstrate effective communication through proficient academic and professional writing, in a variety of formats.

REQUIRED READING

All readings/resources will be posted in learning modules on the course Moodle site.

LIBRARY RESOURCES FOR GRADUATE STUDENTS

When you need to locate relevant education research literature, the library's [Research in Education Guide](#) is a resource that can help you navigate the research databases and the library's catalogues effectively and efficiently.

STUDENT CONDUCT

I am obliged to remind you that all participants in this course are subject to the Student Discipline Policy for [academic offences](#) and for [non-academic offences](#).

PROFESSIONAL CONDUCT

As graduate students in the Faculty of Education at the University of Lethbridge, please note that you are subject to the [Standards of Professional Conduct specific to the M.Ed program](#). Professional educators in Alberta are also expected to abide by the [Code of Professional Conduct for Teachers and Teacher Leaders](#).

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you are a student requiring academic accommodations to complete the required course activities and/or assignments, please follow the procedures outlined in the [University Calendar](#). You are encouraged to contact the [Accommodated Learning Centre](#) for guidance and assistance.

PRIVACY AND CONFIDENTIALITY

Although we place a heavy emphasis in this course on your own professional settings and practices, it is imperative that we refrain from using personal identifying information in our dialogue. The personal information your classmates and instructor disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. While faculty, staff, and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, there is no guarantee of confidentiality.

ASSESSMENT

Please refer to assignment documents (under Course Information on our course Moodle site) for detailed information about requirements for each assignment.

Responses to modules and group discussions 30%

- Due four times throughout the course. Please note due dates for initial posts and for discussions with your group members.

Artifact Analysis 20%

- Due 11:59 pm, Sunday, Nov. 19

Conceptual Analyses (SEE-Is) 20%

- Due 11:59 pm, Sunday, Dec. 3

Final Assignment 30%

- Due 11:59 pm, Sunday, Dec. 17

Your writing should meet the expectations of a graduate level program, including abiding by the APA Publication Manual (7th edition) when required. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.

Please note assignment deadlines. If you anticipate having difficulty meeting established assignment deadlines, please contact the instructor well in advance to discuss if reasonable accommodations can be made.

GRADES

The Faculty of Education has a standardized grading schedule for graduate courses if numeric grades are assigned. This is shown below. In this course, assignments will be assessed using letter grades that reflect the level of achievement. The final letter grade will be determined by weighting assignment grades as indicated in this outline.

| Numeric Value | Letter Grade | Grade Point |
|---|--------------|-------------|
| 97 - 100 | A+ | 4.00 |
| 93 - 96 | A | 4.00 |
| 90 - 92 | A- | 3.70 |
| 87 - 89 | B+ | 3.30 |
| 83 - 86 | B | 3.00 |
| 80 - 82 | B- | 2.70 |
| Note: Any course with a grade of less than B- cannot be considered for credit in the M.Ed. program. | | |
| 77 - 79 | C+ | 2.30 |
| 73 - 76 | C | 2.00 |
| 70 - 72 | C- | 1.70 |
| 67 - 69 | D+ | 1.30 |
| 63 - 66 | D | 1.00 |
| <63 | F | 0.00 |

TENTATIVE COURSE SCHEDULE: Sept. 6 to Dec. 17

Sept. 6-17: Module I

Theory and schooling: Setting the context, clarifying concepts

Required readings:

Sears, A., & Cairns, J. (2015). *A good book, in theory* (3rd ed.). University of Toronto Press. (Chapter One: An interesting idea, in theory)

Osborne, K. (2008). Education and schooling: A relationship that can never be taken for granted. In D.L. Coulter & J.R. Wiens (Eds.), *Why do we educate? Renewing the conversation. The 107th yearbook of the National Society for the Study of Education, Vol. 1*, (pp. 22-41). National Society for the Study of Education.

Note: OPTIONAL Zoom session on Saturday, Sept. 9 at 10 am to review course structure, requirements, ask questions

POST response to module by 11:59 pm, Wed. Sept. 13

GROUP DISCUSSION from Thurs. Sept. 14 to 11:59 pm, Sun. Sept. 17

Sept. 18-Oct. 4: Module II

Progressivism #1: Social Efficiency

Required readings:

Kliebard, H.M. (2004). *The struggle for the American curriculum: 1893-1958* (3rd ed.). Routledge. (Chapter Four: Scientific curriculum-making and the rise of scientific efficiency)

Thorndike, E.L. (1962). *Psychology and the science of education: Selected writings of Edward Thorndike* (G.M. Joncich, Ed.). Teachers College Press. (Selected excerpts)
Eisner, E. (2022). What does it mean to say a school is doing well? In D.J. Flinders & S.J. Thornton (Eds.), *The curriculum studies reader* (6th ed.) (pp. 259-267). Routledge. (Reprinted from "What Does it Mean to Say a School is Doing Well?," 2001, *Phi Delta Kappan*, 82[5], 367-372) 10.4324/9781003230625-24

POST response to module by 11:59 pm, Sat. Sept. 30
GROUP DISCUSSION from Sun. Oct. 1 to 11:59 pm, Wed. Oct 4

Oct. 5-18: Module III

Progressivism #2: Dewey and the Child-centred Progressives

Required readings:

Noddings, N. (2016). *Philosophy of education*. Westview Press. (Chapter Two: The philosophical and educational thought of John Dewey)

Dewey, J. (1897). My pedagogic creed. *The School Journal*, 54(3), 77-80.

<https://dds.crl.edu/itemv327557>

Kohn, A. (2006). *Beyond discipline: From compliance to community* (10th anniversary ed.) [Ebook]. Association for Supervision and Curriculum Development. (Chapter One: The nature of children; Chapter Six: A classroom of their choosing; Chapter Seven: The classroom as community)

<https://darius.uleth.ca/record=b2383802~S1>

Kirschner, P., & Hendrick, C. (2020). *How learning happens: Seminal works in educational psychology and what they mean in practice*. Routledge. (Chapter Six: What you know determines what you learn; Chapter Fourteen: Problem-solving: How to find a needle in a haystack)

POST response to module by 11:59 pm, Wed. Oct. 18
GROUP DISCUSSION Thurs. Oct. 19 to 11:59 pm, Sun. Oct. 22

Oct. 23-Nov. 8: Module IV

Progressivism #3: Social Reconstructionism

Required readings:

Gutek, G.L. (2014). *Philosophical, ideological, and theoretical perspectives on education* (2nd ed). Pearson. (Chapter Sixteen: Social reconstructionism and education, pp. 388-405)

Counts, G.S. (2022). Dare the schools build a new social order? In D.J. Flinders & S.J. Thornton (Eds.), *The curriculum studies reader* (6th ed.) (pp. 45-51). Routledge. (Reprinted from *Dare the schools build a new social order?* By G.S. Counts, 1932, John Day) doi: 10.4324/9781003230625-6

Labaree, D.F. (2012). School syndrome: Understanding the USA's magical belief that schooling can somehow improve society, promote access, and preserve advantage. *Journal of Curriculum Studies*, 44(2), 143-163. <http://dx.doi.org/10.1080/00220272.2012.675358>

Note: OPTIONAL Zoom session on Wednesday, Nov. 1 at 7 pm to review course content and upcoming assignments, ask questions

POST response to module by 11:59 pm, Sat. Nov. 4
GROUP DISCUSSION Sun. Nov. 5 to 11:59 pm, Wed. Nov. 8

Nov. 9-19: Work on Artifact Analysis

ARTIFACT ANALYSIS ASSIGNMENT DUE 11:59 pm, SUN. NOV. 19

Nov. 20-Dec. 3: Module V

The conservative response: Essentialism and Perennialism

Required readings:

- Gutek, G.L. (2014). *Philosophical, ideological, and theoretical perspectives on education* (2nd ed). Pearson. (Chapter Thirteen: Essentialism and education, pp. 311-319, 331-335)
Neatby, H. (1953). *So little for the mind: An indictment of Canadian education*. Clarke, Irwin & Co. (Introduction)
Pandey, K.P. (2010). *Perspectives in social foundations of education*. Shipra. (Chapter Five: Perennialism)
Senechal, D. (2010). The most daring reform of all. *American Educator*, 34(1), 4-16.

Note: OPTIONAL Zoom session on Monday, Nov. 27 at 7 pm to review course content and upcoming assignments, ask questions

CONCEPT ANALYSES ASSIGNMENT (SEE-IS) DUE 11:59 pm, SUN. DEC. 3

Dec. 4-17: Work on Final Papers
FINAL PAPERS DUE 11:59 pm, SUN. DEC. 17