

Elementary Social Studies Methods at Maple Grove Elementary School



Year 3

Elementary Social Studies Methods (EDCP331)

An integrated school based teacher education course

This course is hosted by Maple Grove Elementary School in Vancouver. It is an innovative approach to course instruction in teacher education by the University of British Columbia. The course draws its content from Elementary Social Studies Methods (EDCP 331). The course is a requirement of the teacher education program at UBC. However, rather than the usual institution of providing theoretical instruction on campus, by partnering with a school, we connect those same concepts intimately with practice. Course instruction is provided at the school and immediately implemented in an actual classroom with real kids and guided by practicing teachers.

This approach makes learning to teach deeply relevant to UBC students. The direct connection between theory and practice provides coherent understandings that our students can clearly articulate at the end of the course. It is also an opportunity for practicing teachers to have a direct and personal influence on the education of prospective teachers beyond the practicum.

School based course philosophy - **Complexity Thinking**

Complex living systems, such as social systems (communities, cultures, classrooms) are dynamic, evolving, adapting, and in a state of disequilibrium. They are not merely complicated like sophisticated mechanical systems that can be broken down, analyzed, and eventually understood. They are beyond our full understanding. In order for us to cope with complexity, we conceptually "reduce" our focus to smaller parts of the system so that we can understand these minimized and disconnected aspects of the complex whole.

Significance to current teaching practice - **Reductionism**

Reductionism has served our society well over the last 300 years, particularly in the areas of science, medicine, and technology. As a result, we eagerly apply the same principles to social systems, but the success is significantly limited in certain important areas. Complex systems thrive because of their interconnectedness. Interconnections provide creativity and allow them to adapt through constant change in response to obstacles and encounters that challenge growth and survival.

One example of a complex social system is a school. Through a need to organize, to be efficient, and to be accountable to parents, administrators, and government, we have applied various reductionist techniques:

- Classrooms separated according the age of the students
- Programs and interventions based on ability or disability
- A quantitative grading system to "measure" and report learning, regardless of the unique attributes of the learner, to give an appearance of accountability
- A standard government curriculum regardless of personal relevance to students
- Disparate, arbitrary subject areas
- A set daily timetable and calendar regardless of students' personal optimal learning periods
- A teacher education program that separates educational theory from direct practice

Clearly the latter is one of particular importance to this discussion but one can clearly see both the benefits and the limitations of reducing the complexity of school.

Teaching within a complex system - **Enactivism**

Our goal, therefore, is to maximize the benefits of both reductionism and a regard for complexity. They are not mutually exclusive as the idea of complexity suggests. Our education students will be guided toward a respect for complexity and encouraged to embrace an interconnected social world. In teaching, this is done through taking an enactive approach to teaching and learning.

Enacted learning provides students with experiences in the real world around them which are naturally integrated rather than separated into subject areas. Subjects can be made explicit through discovery, meaning this method may also include the reductionist view that dominates our current education system. This may serve a public purpose. Regardless, this approach provides relevance that can result in deeply engaged students.

Enacted learning is:

- **Relevant**
- **Social**
- **Naturally integrated**
- **Inclusive**

**It is active, interactive, and
intra-active (moving, talking, thinking).**

Learning to teach - The School Based Model

Our education students will learn the enactive approach in their own instruction with their students and, indeed, enact that method of teaching. We also take an enactive approach to teacher education - our education students will learn to teach by teaching. This is already partially done with the practicum, which is arguably the most significant experience in becoming a new teacher. Why not extend this powerful learning approach to coursework as well?

This course takes place in context. This makes the content, methodology, and theoretical understandings deeply relevant as it unfolds in the real world of a complex, dynamic elementary school.

Enacted learning - The Project Plan

The course uses project based learning to create a mini-project plan comprised of 3 learning activities. The project plan topic comes from the students in the class based on their interests. In other words, the topic should be highly motivating from the start. Teachers can facilitate this topic choice (even make suggestions) since they know their students well. These topics will be related to the current curriculum as planning proceeds, children respond, and collegial conversations transpire.

With exceptions, there are 4 education students to a classroom - Two partnerships of 2. The four can share a common classroom project theme but each partnership is responsible for different aspects. This means they can collaborate with their planning and still be accountable to a unique group of students.

As our students teach the children and receive feedback from teachers and instructors, they will edit their lessons and their project plans. The final project plans (including the final edits of the 3 lessons) are accurate, effective, and attentive to individual children as well as the classroom curriculum and the government curriculum.

Our students will be able to articulate their plans at a Project Plan Expo in depth and with confidence. (This has been our experience for the last 13 years.) The project plan, using artifacts from practice teaching and resources, will be the focus of the expo on the last day of the course. Students will share their learning from the course with each other and any visitors who attend the expo.

It is intended that this Project Plan will incorporate methods and strategies (but not necessarily content) that will be used by education students in subsequent teaching (including practicum).

The Project Plan begins with a description of the children that education students will be teaching. That is both symbolic and practical. We want all participants to think in terms of planning around specific children and then finding how other curricula can support that.

Project Plan Criteria Checklist:

- Class description
- Rationale
- Curriculum Competencies, Big Ideas, and/or Learning Standards (overall and for each lesson)
- Assessment methods
- Explicit strategies - connected to enacted teaching (relevance, social, active, reflective, interconnected)
- Three lesson plans
- Resource critique
- *Waiver for publishing to the project plan to archives.
(If publishing on-line ensure that all identifiers are removed.)

Therefore we ask our beginning teachers and their supporters to Think Big Picture! What is the big project that these particular children are enthusiastic about investigating?

When we start with a high interest, motivating topic, we discover that elements of many subject areas will naturally emerge in meaningfully integrated ways. Education Students and teachers can check with the social studies learning standards: https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/ss_learning_standards.pdf.

Look at the "Big Ideas". How do these intersect with the ideas from the kids and their teachers? Once started, we can consider the "Curricular Competencies" and "Concepts and Content". These all help with thinking in different ways about what is being taught. The specific classroom and individual kids are the main guide. This is real teaching in a real world context. Government documents can help with a general focus but our beginning teachers will learn to create specific, personalized teaching topics and methods.

Writing the project plan:

Our teacher ed students will first consider the particular children that they will be teaching. The project plan begins with a description of these students.

The project plan will also include a rationale and general purpose.

A sequence of 3 activities will be fully planned, including objective, assessment (**evidence of learning**), and a description of how an **enactive approach** was implemented. Each activity is intended to develop one concept.

Students can collaborate on the classroom theme which will be shared among 4 practice teachers. Each partnership's contribution to teaching the lessons, while contributing to the common theme, is different. Students must be accountable for their own planning and teaching.

Also Included is a short Resource Critique for each resource used in planning and teaching. It includes a description, availability (i.e. where you can get it), and any cautions or strengths (one sentence for each).

Our students also have an opportunity to contribute to the project plan archives that are hosted on-line to serve as a resource for future education students and practicing teachers:
<http://courses.educ.ubc.ca/cite/socials/projects/>

Enacting teacher education - Practice Teaching and Practicalities

A significant advantage for teaching a university education course in a school is the opportunity for education students to enact their planning through teaching elementary school students. We want to *reduce* the scope of teaching to temporarily simplify and provide focus:

- The focus is on methods and the response of children.
- Although teaching requires class management, that is not the focus for practice teaching in this case. Therefore it is helpful if teachers intervene if behaviour or distraction is interfering with instruction.

Observation and provision of feedback is very helpful for our students. A guide is provided in this document to help teachers promote enactive teaching, integrated lessons, inclusiveness, awareness of interconnections, student initiated learning.

The implementation of this practice teaching is group instruction.

A concern for practice teaching when dividing the class into groups for practice teaching is space and noise. This is always an issue with this approach and has always been a problem that we have been able to resolve in various ways. Here are some suggestions and I'm sure teachers and education students will be able to add to this list:

- Find alternate space for part of the teaching, ie. hallway, library, conference rooms, outdoors, the gym (if unused).
- When sharing space, education students must be considerate of their colleagues: coordinate noisy and quiet times, spread out, keep the noise down.
- Move furniture (desks, tables, chairs) to create separate teaching spaces.
- Collaborate on whole class instruction for at least part of the time (however, education students must demonstrate individual accountability by teaching and planning independently for part of the time).
- Minimize teacher talk, maximize student activity (this is good enactive teaching).

Dates, Times, and Events:

There is one hour for observation of elementary students in their classes on February 14.

There are 3 days for practice teaching: February 21, 28 and March 7.

On each of these days, education students will teach the same lesson to two different groups of children (In some cases, it may be 1 partnership teaching the whole class and then switching classrooms). These groups will be the same children each week so that relationships can develop.

The first lesson will be before recess. The second will be after recess with a different group. If teachers are available and willing, they can provide feedback to education students at lunchtime. Otherwise this can be done at another time or through email. These three lessons will be continuously reviewed and updated to constitute a cohesive and relevant project plan. The project plans will be presented to each other and guests on the morning of March 14 at the Project Plan Expo at UBC. It is during Spring Break but all are invited.

Providing feedback - A General Guide

The following is a reference (rather than a prescription) of characteristics that an enactive teacher would demonstrate in their teaching. Teachers who are observing could find it useful in providing feedback to education students before and after their practice teaching.

Education students can also use this as a summative reference to guide their practice teaching:

The UBC Student embraces complexity

- Activity frames are created that allow for choice and creativity within clearly defined boundaries (Collins & Clarke, 2008 - Required reading).
- Inclusion
- Interconnectedness

Learning by children is enacted

- The topic is "real".
- There are opportunities for children to be active physically, socially, and reflectively.
- Content is "naturally integrated".
- Relevant to children.

Responsive to students

- The UBC Students will take the opportunity to incorporate student responses and feedback to enhance the lesson regardless of the lesson plan.
- The UBC Students will make significant changes to their plan between the repeated lessons (at recess, before the second practice teaching session).
- The UBC Students will develop their planning based on practice teaching experiences.

Responsive to environment

- The UBC Students can adapt to unexpected circumstances.
- The UBC Students can accommodate their peers in sharing the learning environment.

Multiplying learning - The Expo

The Project Plan Expo is an opportunity for education students to share what that have learned with their classmates. It expands the different ways of thinking about how to teach and it provides everyone with a variety of new ideas.

It is also a chance to diversify feedback. Expo displays are peer evaluated and most visitors will have questions, comments, and suggestions. Typically, since our students have been immersed in these projects within an authentic school, working directly with kids and their teachers, they are articulate and demonstrate a much deeper understanding of general and specific topics and content than is typical of a university based course.

EDCP 331: Social Studies Methods

<http://courses.educ.ubc.ca/cite/socials>

Texts, readings, websites

Required:

- Collins & Ting (In Press). Integrated School-Based Teacher Education: From Apprenticeship to a Complex Learning System. <http://courses.educ.ubc.ca/cite/socials/Articles/Integrated%20School-Based%20TE.pdf>
- Collins & Clarke (2008). Activity Frames and Complexity Thinking: Honoring Both Public and Personal Agendas in an Emergent Curriculum. *Teaching and Teacher Education*. <http://courses.educ.ubc.ca/cite/socials/Articles/Activity%20Frames.pdf>

Recommended:

- Case, R., & Clark, P. (1999). *The Canadian anthology of social studies: issues and strategies for teachers*. Vancouver: Pacific Educational Press.
- Wright, I., & Hutchison, D. (2007). *Elementary social studies: a practical approach to teaching and learning* (7th ed.). Toronto: Pearson Canada.

Resources:

- BC Social Studies Curriculum: <https://curriculum.gov.bc.ca/curriculum/social-studies>
- Building Student Success: BC's new curriculum. <https://curriculum.gov.bc.ca/curriculum/social-studies/k>
- BC Performance Standards - Social Responsibility: A Framework http://www.bced.gov.bc.ca/perf_stands/sintro.pdf

Other readings are available on the Social Studies web site: <http://courses.educ.ubc.ca/cite/socials/media.html>.

Further readings will be assigned by instructor.



Teacher / UBC Students Partnerships	Grade	Room
Karlene Greyhurst Chelsey Kolenda / Cheryl Brown Kevin Schemmann / Taylor Burnett	K	201
Sharon Hales Matthew Shortridge / MD Dizon Sol Stevenson / Autumn Lancaster	K/1	203
Eva Lin Leanne Arnison / Katrina Dilley	1/2/3	109
Chantelle Boulanger Stephen Atherton / Deisy Ospina Ostios	1/2/3	108
Lize Hart Ben Donoghue / Laura Gutri. Cameron Walker / Erica Hamilton.	1/2/3	106
Amber Palaiologos Nicole Harstone / Kenton Wiens Eva Henrich / Puma Malik	4	213
Sabrina Wong Erin Assman / Trista Ding Morgan Benere / Breanne Stallard	5	311
Gretchen Bartlett Dancing Water Lulua / Allison Reid Kelsey Land / Liane Reid	4/5/6	307
Michelle Griffiths Lisa Folk / Teresa Sedlmair Carlene Quock / Tania Thomas	4/5/6	313
Jason Naipal Preet Toor / Sara Louie Priscila De La Garza Chapa / Stephanie Demidas	6/7	305

Timetables

February 14

9:15 Orientation to the school
 9:45 Complexity Thinking
 11:00 Observation
 12:10 Lunch / Consult with teachers
 (re: Class and individual project plan topics)
 1:00 Debrief
 1:30 Enacted Learning & Lesson Planning
 2:30 Collaborative planning
 (Chat with Teachers after 3 if available)
 3:45 Debrief
 4:00 Dismissal

February 21, 28, March 7

9:15 Shape of the Day
 9:40 Practice teaching session 1
 10:30 Recess
 10:50 Practice teaching session 2
 11:30 Cohort debrief
 12:00 Lunch / Consult with teachers
 1:00 Socials/teaching concepts and activities
 2:00 Collaborative planning
 3:00 Teachers may be available
 3:45 Debrief
 4:00 Dismissal

March 14

10:00 Set up for Expo in Room 206
 10:30 Expo
 11:30 Clean up and debrief



Arnison
Leanne



Assman
Erin



Atherton
Stephen
Stephen



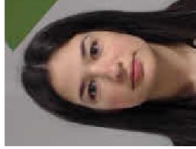
Benere
Morgan
Benere



Brown
Cheryl
Cheryl



Burnett
Taylor



De La Garza Chapa
Priscila



Demidas
Stephanie
Stephanie



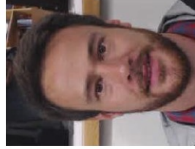
Dilley
Katrina
Katrina



DING
YIJUN



Dizon
Marie Dale



DONOGHUE
BENJAMIN



Folk
Lisa



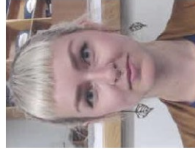
Gutri
Laura
Laura



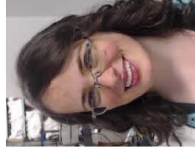
Hamilton
Erica



Harstone
Nicole



Henrich
Eva



Kolenda
Chelsey
Chelsey



Lancaster
Autumn



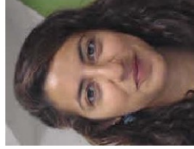
Land
Kelsey
Kelsey



Louie
Sara



Lulua
Dancing Water



Malik
Purnima
Puma



Ospina Ostios
Deisy



Quock
Carlene



Reid
Allison



Reid
Liane



Schemmann
Kevin



Sedimair
Teresa
Teresa



Shortridge
Matthew
Matthew



Stallard
Breanne



Stevenson
Soledad
Soledad



Thomas
Tania



Toor
Lovpreet
Preet



Walker
Cameron
Cam



Wiens
Kenton

GROUND/GARDEN FLOOR

MAPLE GROVE ELEMENTARY 2016 2017

Rm 109 Div. 18 Ms. Lin 1/2/3M	Girls' Basement	Stock Rm	Book Rm		Boys' Basement Mr. Collins	Lunchroom/Activity Room/129 Rose Bevacqua	➔ to the Gym	➔ 130A Girls
Rm 108 Ms Boulanger Div. 17 1/2/3M	Room 106 Ms Belliveau Ms Hart Div. 19 1/2/3M	Room 104 Ms Seebaran/ Ms Tsang Div. 9 Gr. 1 / 2	Girls' Wash		Boys' Wash.			

MAIN FLOOR

Room 213 Ms Garrod Div. 5 Gr 4	Room 211 Ms Kimmick Div 8 Gr 2/3	Library Mrs. Tornroos	Room 207 Div 10 Ms W. Wong Gr 1	Room 205 Ms Lam Div. 12 Kindergarten	Room 203 Ms. Hales Div 11 Kindergarten/Gr 1	Room 201 Ms. Greyhurst Div. 20 Kindergarten M
Room 208 Ms. Plavan Div.3 Gr 5/6	Room 206 Ms Yeung Div 6 Gr 3/4	Supervision Aides: 212A Counsellor	212 Ms. Peters, Ms Lincoln Rm 214E, Ms. Thompson and 214B (Medical)	Room 215 Literacy Room AV		

THIRD FLOOR

Room 313 Ms Griffiths Div. 15 4/5/6M	Room 311 Ms. S. Wong/ TBA Grade 5 Div 4	Room 309 Mr Collins Mr Richard-Krafchek Ms. Tsang	Room 307 Ms Bartlett 4/5/6M Div 16	Rm 318 Mrs. Goddard	Stairway	Room 305 Mr. Naipaul Div 2 Gr 6/7	Room 303 Ms Burghall Div. 13 Gr 7M	Room 301 Mrs. Humeniuk Div. 1 Gr 7
Room 310 Ms Shideler Div. 14 4/5/6M	Room 308 Ms Serbic Ms Anders/ TBA	Room 306 Ms Watkins	Room 306A SBT	Room 304 Ms Chester/ Ms Schober Div. 7 Gr 3	Rm.317 Ms Land	Computer Lab	Boys' Washroom	Girls' Washroom
								Rm 319

Student Support Workers: Stacy Ross, Allen Johnson, Gina Oleksiew, Andrea Corbett, Lindsay Forsberg, Corinna Liew,



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