

EDEF3200 02

Assignment #2

Caraleigh, Emma, and Melissa

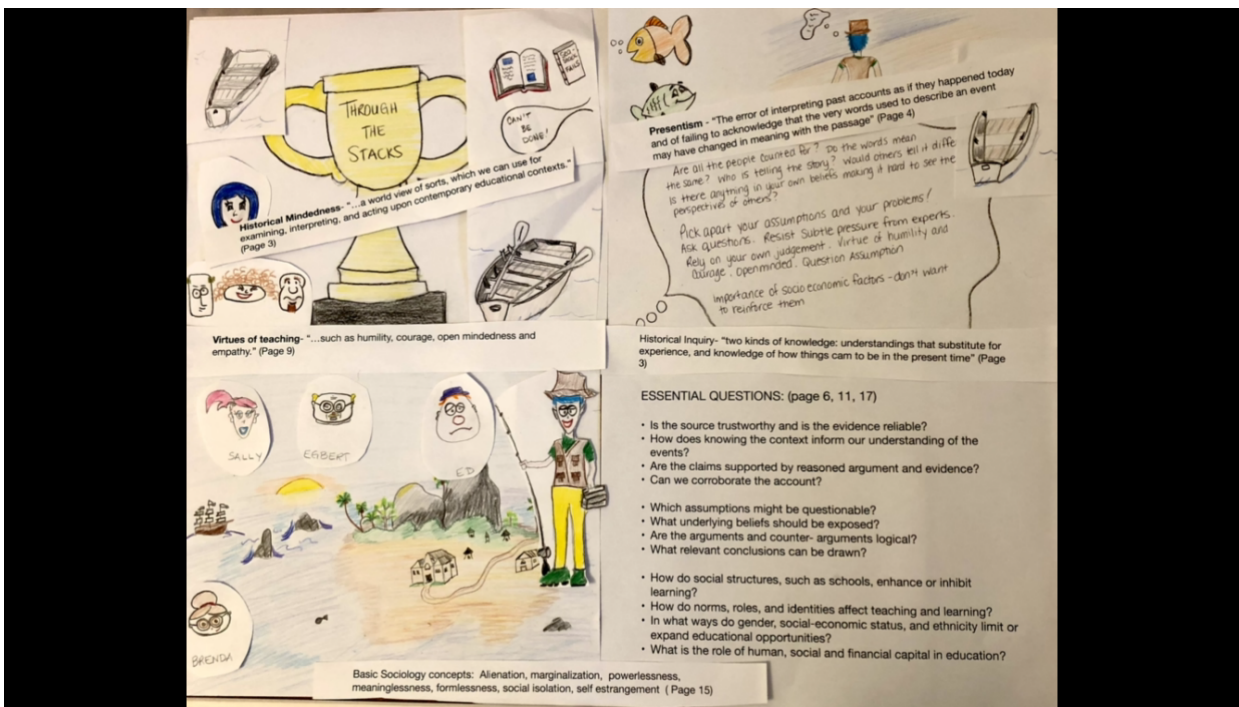
Summary

Chapter one in Hasoff and Mandzul's book *Case Studies in Educational Foundations: Canadian Perspectives* is an overview on the disciplines of history, philosophy and sociology as they pertain to education. The authors explore why these disciplines are important in an educational context and list essential questions. These questions are meant to help teachers challenge and explore their own thinking and continue a growth mindset, one that is open to possibilities and improvement. The chapter is an overview of how introspection, open-mindedness, and curiosity can help both the students and the teacher. Starting with the study of history, Hasoff and Mandzul (2015) write educational history can help teachers "... understand how social conditions have significantly affected families and the reach of school..." (p.3). This insight can help teachers understand differences and handle criticism (2015, p.3).

Hasoff and Mandzul also challenge teachers to learn and inspect their own framework and perspectives so that teachers comprehend the whole narrative. The section discussing philosophy, the authors state that teachers must challenge assumptions (2015, p.4). The benefit to not being a closed minded thinker Hasinoff and Mandzuk (2015) suggest, is student trust in the teacher; students will trust the teacher will "consider and offer a fair and balanced presentation"(p.11). Sociology in education explores the social structure in schools which have the potential for negative impact. Teachers must be aware of "how socio economic, racial and ethnic factors can intensify the differences among students" (2015,14). Sociology questions also

help teachers label and understand why this is happening in schools to help “prevent reinforcing disparities” (2015, p.16).

Hasinoff, H. & Mandzuk, D. (2015) *Case Studies in Educational Foundations: Canadian Perspectives*. Oxford University Press.



Bob the Fisherman written by Caraleigh Nelson.

Webber And Questioner: Job #2 Melissa Little

The first question that remains unanswered in this article is, “how can we encourage students to wonder?” In the philosophy section of this chapter it states that, “Philosophers down the ages claim that philosophy begins in wonder, that anyone can do it. In reality, however, not every child or student is encouraged to wonder and this capacity may not develop” (Hassinoff &

Mandzuk, 2015.p.8). Encouraging students to wonder is something that takes a lot of time and effort. However, it is something that we must teach our students because it allows them to grow academically in a way that is exciting, and most importantly it allows the students and the teacher to be partners in learning. There are a few ways you can promote wonder in the classroom; a great way to start is to add current world events into the learning process for whatever subject you may be teaching. By adding current events into lessons and activities it promotes a sense of wonder. Students will look forward to learning about the world around them and it will encourage them to ask questions and look forward to finding the answers to the questions they may have. Another way to promote wonder in the classroom is to invite guest speakers to class. As teacher candidates we understand the importance of oral storytelling and know that we need to encourage oral storytelling in our classrooms. Inviting guest speakers into the classroom will promote wonder and will allow students to ask questions, listen and see the importance in sharing stories. It also allows students to make genuine connections with what they are learning about. This will also teach students the importance of primary sources and how guest speakers can offer us first hand knowledge based on their real life experiences. Teaching historical inquiry and sharing the oral storytelling process is a great way to encourage wonder in the classroom. Another tip to ensure you are promoting wonder in your classroom is to allow your students to be the teacher. This can be done by asking your students to teach a mini lesson to the class about something they are passionate about. This process will allow students to take ownership in their learning, have their classmates ask them questions, and will promote a sense of wonder when preparing for their mini lesson. This activity also creates a wonderful opportunity for the student and the teacher to become partners in learning. As teacher candidates

we must strive to encourage and develop wonder in the minds of each and every one of our students.

The second question that remains unanswered in this article is, “how can we teach our students the virtues of humility, courage, open mindedness and empathy?” As teacher candidates we aim to display these virtues in our classroom; however, it is important that we teach our students to see the importance of these virtues. The article states that, “teacher candidates need time to explore the notion of good teaching and the central virtues of teaching, such as humility, courage, open mindedness and empathy” (Hasinoff & Mandzuk, 2015. p.9). As teacher candidates we explore these virtues through lesson planning, studying universal design for learning and differentiated instruction. However, it is important that we teach our students how to display these virtues in their daily lives. Whether it be in the classroom, at home or in the community, students must learn these virtues because it will help them grow to be kind, respectful and caring individuals. Teaching your students these virtues must start early on in the school year. It is something that takes a lot of time and planning. A great start to teach these virtues would be to do workshops on each virtue. Workshops on each virtue will allow students to truly understand what the virtue is and how they can use that specific virtue in their daily life when interacting with others. For example, when teaching the virtue of kindness you could have your students do a random act of kindness day. Tell your students a few days prior to the random act of kindness day that they need to have an act of kindness to provide to another classmate. Give them time to prepare for this day whether it be them writing an encouraging and positive note to their classmate or helping a classmate with a question or problem they may be struggling with. This activity teaches students how to be kind and caring individuals.

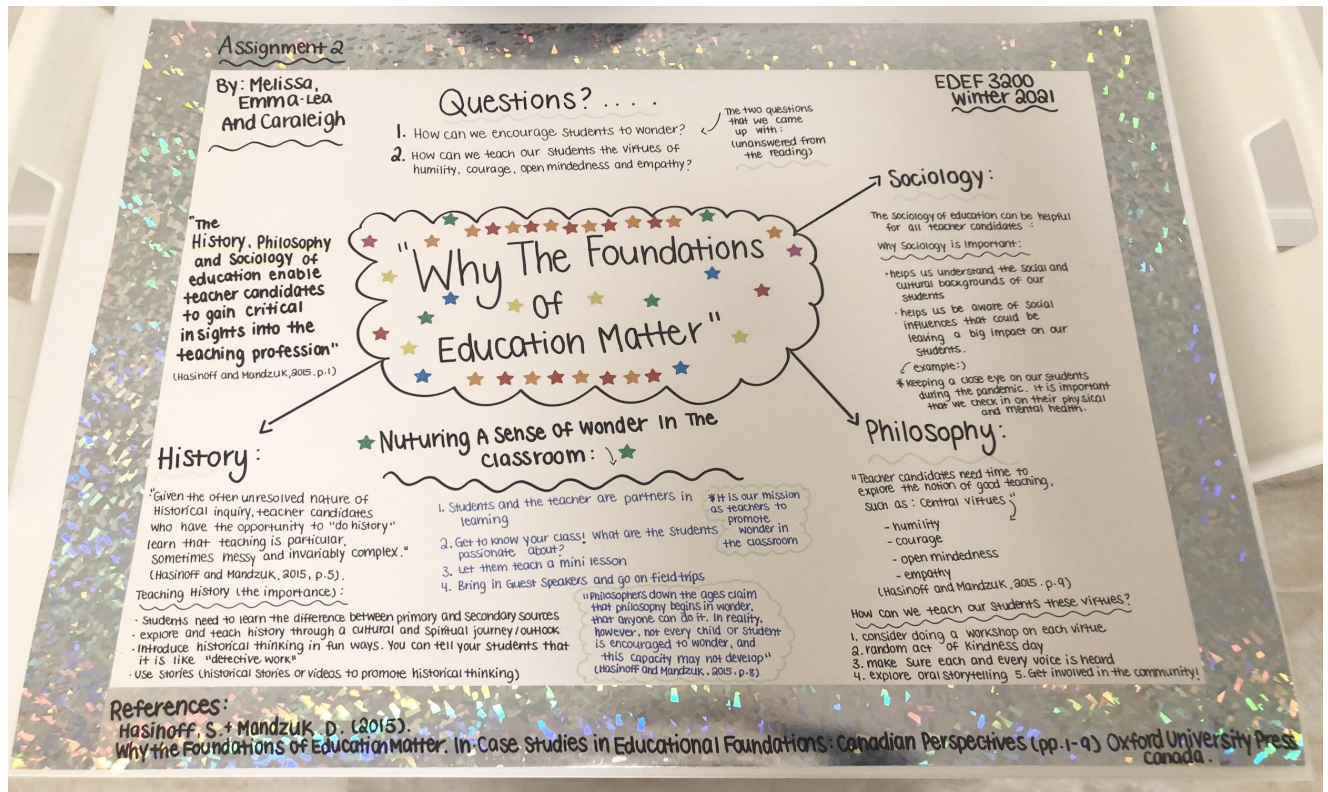
References:

Hassinoff, S & Mandzuk, D. (2015) Why the Foundations of Education Matter. In *Case Studies in Educational Foundations: Canadian Perspectives* (pp. 1-9). Oxford University Press Canada.

VIDEO LINK

<https://drive.google.com/file/d/115kM5qLazAiyzGYuVeIkDCP0M8AGMmW/view?usp=sharing>

Picture of Learning Map By: Melissa Little.





5 mins!

My teaching purpose is to inspire students to be passionate for learning and enjoy the learning process. I want to inspire a generation of critical thinkers and lifelong learners! - Marry

I want to teach all that I can, as I am interested learning in general. There are so many interesting subjects out there and I don't want to be limited to teaching just one! - Marry

I will teach gently and kindly, with growing empathy for every subject and subject matter. - Brianna

I want to teach social studies (high school) because we "do history". Furthermore, it is important to learn about past events to make a better future. - Taylor R.

I want to teach children how to believe in themselves, feel challenged, and become the absolute best version of themselves. -KK

I teach in a variety of ways and try to keep a fun atmosphere while remaining informative. I am approachable and encourage questions and insights.

My purpose for teaching is to inspire and help kind-hearted, creative, and ethical small humans live their lives to their best potential -KK

My purpose of teaching is to get the curriculum across to every single student, but in a way that is fun and engaging. I also want to make sure that every student understands and enjoys the process. Katie

Eventually I would like to teach physical education and business at a higher grade level, but in the meantime I think there is so much value in learning to teach as many courses as possible to make you a better overall teacher. Mike B

I measure success when a student is able to think/analyse. They can formulate their own opinions and support it logically and from multiple perspectives/points of view while remaining respectful to their classmates and community. - Taylor R.

I teach to educate tiny humans to be kind, respectful, open, and contributing members of society. - Emma M.

I believe I will measure the success of those under my instruction/ guidance by seeing them grow throughout the year and even when they are adults. If you have students remember you and let you know that they made a difference in your life at a later time that is how I will measure the success of my teaching ability. Mike B

I want to teach my students that kindness is key. There is no reason to be mean to other people and that starts right here and now in our classroom. Katie

I hope to measure the success of my students as a formative notion of belonging, feeling safe and accepted in my classroom and feeling inspired to learn. -Christina S.

Please read and think about the following questions, and post an answer for a minimum 2 questions in the next 5 minutes. If time permits, take a look at what others have posted to see the different perspectives and views of teaching!

1. What is your purpose for teaching?
2. What do you want to teach?
3. How do you teach?
4. How do you measure the success of those under your instruction/guidance?

My purpose as a teacher will be to act as a positive role model, and impart kindness while creating an environment where kindness, generosity and curiosity are contagious. - Christina S

1. In a nutshell I want to teach my students how to be contributing members of society

4. Measuring the success of my teaching will be a fairly challenging task because I will only have students for a year or two of their ed journey. pre-assessment is key! - William

My purpose is to make the world a better place. I want to teach them the skills they need to be better human beings, whatever that means. -- William

I want to teach grade 3 ideally but any grade below 5 is ideal. I love working with students who are full of life, creativity, and still enjoy school. I think working with young children is so rewarding and fun.

I will measure the success of my students by the confidence and acceptance they feel in my classroom. If students leave my classroom feeling appreciated and feeling ready for their next challenge, I will know I did my job. -M

I would love to teach younger students, just being able to make a difference with my students is something I would be grateful for.

You teach by showing your students that you believe in them, care about them and are rooting for them! Teachers give guidance and direction, but let students take on the world on their own. -KK

I want to teach grade 1. I want to teach students at a young age that anything they put their mind to is achievable. I want to stress the idea of diversity and the importance of it. - SS

I teach through creativity and engagement. - SS

I teach to make every student feel like they have a safe space to learn about our world, while finding value and confidence in themselves as their own individuals while living on it. - Emma M.

Please see the responses from our group activity (Jamboard) above.

Thank you,

The Mug Girls