
EDUC 5060 Directed Studies Course Outline

Intergenerational Connections and Community Building

M.Ed. Student: Leanne Mihalicz

Student # T00075058

Instructor: Dr. Nan Stevens

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Office Location: AE383

Office Hours: Monday to Friday by Appointment

Course Description

EDUC 5060 3 credits Directed Seminar (3,0,0) is targeted to provide the opportunity for self-directed, mentored scholarship, this course focuses on advanced examination of topics that are of professional interest to the student. (TRU Academic Calendar, 2019).

This specific independent study course will focus on creating and practicing sound pedagogical approaches for building intergenerational connections as a service-learning project in an inclusive post-secondary education program (IPSE). The course will explore the use of digital story-telling as a method for connecting seniors and adult students with intellectual disabilities. The curriculum will reflect universal design for learning and outline differentiated instruction. Reflection of personal teaching experiences will be assessed using auto-ethnography reflective approach that examines "lived experiences" as recorded by myself, a student and an educator.

Major Content

This course is developed as a directed study for the student (who is a full-time faculty member in TRU's ESTR program), as it is relevant to her current work teaching in an inclusive post-secondary program for people living with developmental disabilities. The focus is on developing pedagogy and curriculum that reflects universal design for learning as well as a self-analysis of my teaching and learning using an auto-ethnography approach.

Educational Objectives/Learning Outcomes

By the end of the course, the student will be able to:

1. demonstrate an understanding of the research on the benefits and challenges of facilitating intergenerational connections into curriculum
2. create curriculum that supports diverse learners (Universal Design for Learning (UDL) and Differentiated Instruction (DI))
3. engage in a reflective self-assessment and continuous improvement processes related to teaching and learning using an autoethnographic approach
4. create a final summary presentation sharing my personal reflections of designing and integrating this curriculum into the IPSE program and showcase what I learned about my teaching values, pedagogy, and behaviours

Prerequisites

Admittance to the M.Ed program.

Corequisites

None.

Required Texts/Materials/Activities

American Psychological Association (2010). *Publication Manual 6th edition*. Washington, DC: American Psychological Association

Resources used in this course will be provided by the instructor and include the following:

- Ministry of Education and Government of British Columbia reports
- Peer reviewed journal articles
- Book chapters
- Case studies
- Websites
- Interviews with community stakeholders
- You Tube videos, webinars, and pod casts

Websites referenced in course:

- Shelley Moore <https://blogsomemoore.com/>
- Inclusion BC <http://www.inclusionbc.org/>
- BC Ministry of Education Special Education Services and Diversity in Schools
- [https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special ed policy manual.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf)

- <https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/special-education>
- <https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/diversity-in-bc-schools>
- <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/inclusive/iepssn.pdf>

Student Evaluation & Assessment

Assessment and evaluation methods are included in the table below. Additionally, the student has identified timelines for completion of course components.

Criteria	Description	Score
1. Literature Review Completion date: Sept 30	Part 1 - Research literature on building intergenerational connections using digital story-telling with students with diverse-abilities Part 2 - Research literature on how to use auto-ethnography for reflection of personal teaching (values, pedagogy, philosophies, and behaviours)	30
1. Curriculum Development Completion date: October 31	Provide a rationale for topic and description of how it will be integrated into course/program - design 4 detailed lesson plans - provide differentiated teaching strategies - provide examples of student work, templates, consent forms, handouts, etc.	20
2. Auto-ethnography Completion date: Nov. 30	Learning Portfolio using auto-ethnography as a reflective teaching practice - actively engage in an auto-ethnographical assignment that assesses my teaching and learning	25
3. Presentation Completion date: Dec. 13	Develop a summary presentation for current teachers or student teachers - provide a summary of the course including the integration of literature findings, integrating curriculum, and personal reflections of teaching and learning - the presentation could be in form of video, digital story, PPT, or poster - deliver presentation to an audience (i.e. EDIE 4100, "brown bag" lunch session, Celt, etc.)	25

Supervision Schedule:

Dr. Nan Stevens met with the student to design the course outline, specifically to discuss educational objectives, learning outcomes and assessment criteria. The student and Dr. Stevens will meet biweekly in the Fall of 2019 to maintain the completion timelines indicated in the section above.

Grading

Thompson Rivers University (TRU) uses a standard letter grading system. All final official grades for this course will be assigned and recorded according to the standard letter grade system below.

Letter Grade	Numerical Grade	Grade Points	Letter Grade Definitions
A+	90-100	4.33	Excellent.
A	85-89	4.00	
A-	80-84	3.67	
B+	77-79	3.33	Very Good.
B	73-76	3.00	
B-	70-72	2.67	
F	0-69	0.00	Unsatisfactory. Fail. Knowledge of principles and facts is fragmentary.
DNC		0.00	Did not complete the course; less than 50% of course work completed or mandatory course component(s) not completed. No official withdrawal.

For further information, refer to TRU policy ED 3-5 available at: [www.tru.ca/ shared/assets/ED 3-5 Grading Systems35364.pdf](http://www.tru.ca/shared/assets/ED_3-5_Grading_Systems35364.pdf)

Educational Policies

All TRU courses must comply with official TRU Policies.

The policies identified below contain important information about student responsibilities in this course.

Policy BRD 10-0Academic Accommodation and Services for Students with Disabilities

Policy ED 3-1 Student Attendance

Policy ED 3-9 Examinations

Policy ED 4-0 Student Academic Appeals

Policy ED 5-0 Student Academic Integrity

These policies can be found at www.tru.ca/policy.html, along with the full list of TRU policies.



THOMPSON RIVERS
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EDUC 5060 Directed Studies Approval
Form

Master of Education
FACULTY OF EDUCATION

Date: July 30, 2019

Student Name: Leanne Mihalicz Student Number: T00075058

Course Name and Number: EDUC 5060 Credit Value: 3

Topic/Project Title: Intergenerational/Connections and Community Building

Course Description: Please attach a detailed course outline indicating learning objectives, major content or task completion areas, readings, resources to be used, assignment and evaluation techniques, criteria for assessments, special need for course, and a supervision schedule with a designated supervisor.

Supervisor: Dr. Nan Stevens
Name / Signature

Start Date: Sept. 3, 2019

Completion Date: Nov. 30, 2019

Student: _____ Date: _____
Signature

Department Chair Approval: [Signature] Date: July 30, 2019
Signature

INSTRUCTOR/CHAIR: PLEASE INDICATE IF THIS WORKLOAD IS BANKED OVERLOAD OR PART OF ANNUAL
WORKLOAD N/A

MEd Committee Approval [Signature] Date July 31, 2019
Signature

Dean Approval _____ Date _____
Signature