

EDUC 5476

Investigating Urban Schools: A Case Study Approach

Instructor:

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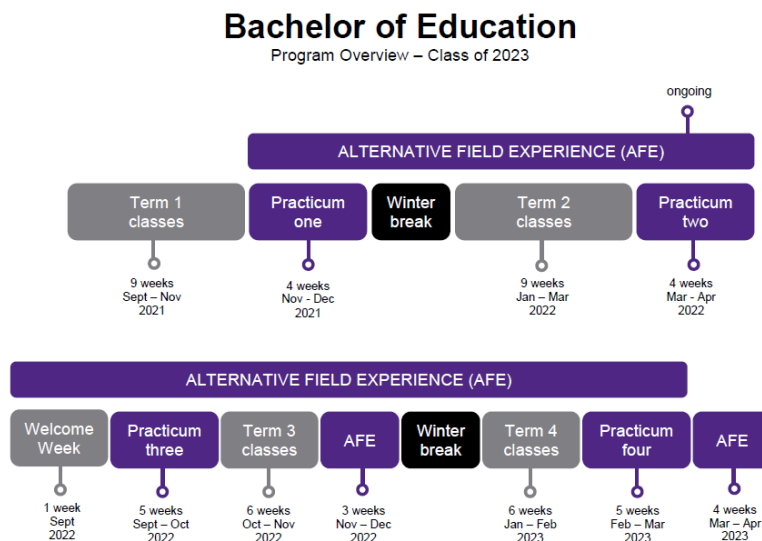
Schedule:

Section 1: Monday, 9:30AM - 12:30PM, Room: 2046

Section 2: Monday, 1:30PM - 4:30PM, Room: 2046

Program Context:

This is a **Specialty Course** taken by Teacher Candidates during **Year 2, Full Year** of the Bachelor of Education.



Syllabus

Investigating Urban Schools: A Case Study Approach (EDUC 5476)

Course Description:

An introduction to a case study approach to investigating equity issues in urban schools. Teacher Candidates identify appropriate topics and investigative methods, and reflect upon their findings in terms of relevant literature and their own experiences in urban schools. 3 hours per week, full year, .5 credit.

This workshop-based course aims to equip students with selected research skills for investigating equity issues in urban schools. The course introduces practitioner inquiry and case study as approaches to inform professional learning and research-based practice. Students will learn to situate research questions and issues regarding equity and social justice in urban schools. Using a "professional learning portfolio" as an instrument to generate professional knowledge, the course will familiarize students with key components of practitioner inquiry, such as:

1. Developing a research question or focus;
2. Using a theoretical framework;
3. Engaging with relevant literature (literature review);
4. Selecting a method;
5. Analyzing data;
6. Discussing the implications of research findings, and
7. Ethical considerations.

Textbook

Gorski, P. C., & Pothini, S. G. (2018). *Case studies on diversity and social justice education*. Routledge.

Available for download on the library website: <https://bit.ly/3zOttnm>

Links to download the weekly readings are available on the OWL website

Course Credits:

0.5

Number of Weeks: 12

Week 1:

Introduction to the course: Description of course activities (Oct 17/22)

What do we need to know to investigate equity issues in urban schools?

What criteria should we use to define urban schools?

In this session, we will review previously acquired knowledges about urban education.

The class purposes and topics will be introduced and the initial definitions of Practitioner Inquiry and Case Study Research will be presented.

Learning Activities

Type	Name	Description
Reading	Wk 1 Suggested Readings	Welsh, R. O., & Swain, W. A. (2020). (Re) defining urban education: A conceptual review and empirical exploration of the definition of urban education. <i>Educational Researcher</i> , 49(2), 90-100
		Schaffer, C. L., White, M., & Brown, C. M. (2018). A tale of three cities: Defining urban schools within the context of varied geographic areas. <i>Education and Urban Society</i> , 50(6), 507-523

Assessment Activities

Type	Name	Description
Formative Assessment	In-Class Activities 1-10	10 in-class group activities will be completed.
		Each activity is pass/fail. Details will be posted on the OWL site

Week 2:

Social Justice, equity and Urban Education (Oct 24/22)

What type of questions could inform research in urban schools?

What do we need to know to investigate equity issues in urban schools?

This session will introduce the equity literacy framework and the case study approach

Learning Activities

Type	Name	Description
Reading	Wk 2 Required Readings	Sensoy, & DiAngelo, R. (2014). Respect differences? Challenging the common guidelines in social justice education. <i>Democracy and Education</i> , 22(2), 1

Assessment Activities

Type	Name	Description
Project	Portfolio Entry 1 (Topic and Questions)	Based on the topics discussed in class and your professional interests, please identify an equity issue that you would like to investigate. A detailed explanation of this activity will be posted in OWL

Week 3:**Towards an Equity Literacy Framework (Oct. 31/22)**

- What frameworks can practitioners use to inform their work in urban schools?
- How does poverty affect teaching and learning in urban schools?
- Where can urban educators find information to improve their practice?
- What do we need to know to investigate equity issues in urban schools?

Learning Activities

Type	Name	Description
Reading	Wk 3 Required Readings	Gorski, P. C., & Pothini, S. G. (2018). <i>Case studies on diversity and social justice education</i> (Ch 1, 2, 3). Routledge

Assessment Activities

Type	Name	Description
		10 in-class group activities will be completed.
Formative Assessment	In-Class Activities 1-10	Each activity is pass/fail. Details will be posted on the OWL site

Week 4:**Religious diversity in urban schools (Nov 7/22)**

- How is religious discrimination manifested in schools?
- How can educators address religious privilege in urban schools?
- How to search and systematize the academic literature to formulate my research project?
- What do we need to know to investigate equity issues in urban schools?

Learning Activities

Type	Name	Description
Reading	Wk 4 Required Readings	Abu Khalaf, N., Woolweaver, A. B., Reynoso Marmolejos, R., Little, G. A., Burnett, K., & Espelage, D. L. (2022). The Impact of Islamophobia on Muslim Students: A Systematic Review of the Literature. <i>School Psychology Review</i> , 1-18. Gorski, P. C., & Pothini, S. G. (2018). <i>Case studies on diversity and social justice education</i> (Ch. 4). Routledge

Assessment Activities

Type	Name	Description
Formative Assessment	In-Class Activities 1-10	10 in-class group activities will be completed. Each activity is pass/fail. Details will be posted on the OWL site

Week 5:

The many Layers of Ethnicity and Culture in Urban Education (Nov 14/22)

How to implement a culturally relevant pedagogy in urban classrooms?
What type of data would be relevant for investigating inequities and social injustices in urban schools?
During this session we will examine the idea of deficit thinking in urban education.
How to search and systematize the academic literature to formulate my research project?

Learning Activities

Type	Name	Description
Reading	Wk 5 Required Readings	Morrison, K. A., Robbins, H. H., & Rose, D. G. (2008). Operationalizing culturally relevant pedagogy: A synthesis of classroom-based research. <i>Equity & Excellence in Education</i> , 41(4), 433-452. Gorski, P. C., & Pothini, S. G. (2018). <i>Case studies on diversity and social justice education</i> (Ch 5). Routledge

Assessment Activities

Type	Name	Description
Project	Portfolio Entry 2 (Mini-Annotated Bibliography)	Please select 6 sources from an academic database and write a brief annotated bibliography. Two of the sources could be a policy documents or provincial guidelines related to your topic. A detailed explanation of this activity will be posted on OWL

Week 6:

Urban Educators Countering Racism in Schools (Nov 21/22)

What is the relevance of the educator's positionality in culturally relevant pedagogy?
How to develop racial and cultural awareness in my teaching practice?
What do we need to know to investigate equity issues in urban schools?

Learning Activities

Type	Name	Description
Reading	Wk 6 Required Readings	Milner IV, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. <i>Educational researcher</i> , 36(7), 388-400. Gorski, P. C., & Pothini, S. G. (2018). <i>Case studies on diversity and social justice education</i> (Ch.6). Routledge

Assessment Activities

Type	Name	Description
		10 in-class group activities will be completed.
Formative Assessment	In-Class Activities 1-10	Each activity is pass/fail. Details will be posted on the OWL site

Week 7:

Decolonizing Urban Education (Jan 2/22)

How can urban educators contribute to the goal of decolonizing educational institutions and practices?

This session will focus on the idea of decolonization and its potential to disrupt oppressive practices in urban schools.

What do we need to know to investigate equity issues in urban schools?

Learning Activities

Type	Name	Description
Reading	Wk 7 Required Readings	Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, education & society</i> , 1(1). https://jps.library.utoronto.ca/index.php/des/article/view/18630 Bird-Naytowhow, K., Hatala, A. R., Pearl, T., Judge, A., & Sjoblom, E. (2017). Ceremonies of relationship: Engaging urban indigenous youth in community-based research. <i>International Journal of Qualitative Methods</i> , 16(1) https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/full/10.1177/1609406917707899

Assessment Activities

Type	Name	Description
		10 in-class group activities will be completed.
Formative Assessment	In-Class Activities 1-10	Each activity is pass/fail. Details will be posted on the OWL site

Week 8:

Gender and Sexual Diversity in Urban Schools (Jan 9/23)

How to investigate gender and sexual diversity in urban schools from a practitioner-researcher perspective?

How can educators support identity and expression in schools?

What theoretical resources are relevant to guide an equity intervention in schools?

What do we need to know to investigate equity issues in urban schools?

Learning Activities

Type	Name	Description
Reading	Wk 8 Required Readings	Gorski, P. C., & Pothini, S. G. (2018). <i>Case studies on diversity and social justice education</i> (Ch. 7&9). Routledge

Assessment Activities

Type	Name	Description
Project	Portfolio Entry 3 (Theoretical framework)	A brief essay (750 Words) explaining how one of the theoretical perspectives discussed in class may inform your understanding of the equity issue. A detailed explanation of this activity will be posted in OWL
Formative Assessment	In-Class Activities 1-10	10 in-class group activities will be completed. Each activity is pass/fail. Details will be posted on the OWL site

Week 9:

Disability, Exceptionality, and Inclusion in Urban Settings (Jan 16/23)

How to investigate disability, exceptionality, and inclusion in urban settings?

How does the social construction of (dis)ability influence educational practices in urban settings?

What do we need to know to investigate equity issues in urban schools?

Learning Activities

Type	Name	Description
Reading	Wk 9 Required Readings	Blanchett, W. J., Klingner, J. K., & Harry, B. (2009). The intersection of race, culture, language, and disability: Implications for urban education. <i>Urban Education</i> , 44(4), 389-409 Gorski, P. C., & Pothini, S. G. (2018). <i>Case studies on diversity and social justice education</i> (Ch. 8). Routledge

Assessment Activities

Type	Name	Description
Formative Assessment	In-Class Activities 1-10	10 in-class group activities will be completed.
		Each activity is pass/fail.
		Details will be posted on the OWL site

Week 10:

Supporting Linguistically Diverse Students and Classrooms (Jan 23/22)

- How can educators promote linguistically inclusive practices in urban schools?
- What strategies can support linguistically diverse students?
- How can teachers create interventions to address equity issues in their classrooms?
- What do we need to know to investigate equity issues in urban schools?

Learning Activities

Type	Name	Description
Reading	Wk 10 Required Readings	Commins, N. L., & Miramontes, O. B. (2006). Addressing linguistic diversity from the outset. <i>Journal of Teacher Education</i> , 57(3), 240-246.
		Gorski, P. C., & Pothini, S. G. (2018). <i>Case studies on diversity and social justice education</i> (Ch. 10). Routledge

Assessment Activities

Type	Name	Description
Project	Portfolio Entry 4 (Applying the Equity Literacy Framework)	This activity consists of a brief essay (750 words) that uses the the Equity Literacy Framework to analyse the equity issue of your choice. You can use each step of the framework as guiding questions in the essay. A detailed description of this activity will be posted on OWL.
		10 in-class group activities will be completed.
Formative Assessment	In-Class Activities 1-10	Each activity is pass/fail.
		Details will be posted on the OWL site

Week 11:

Immigrant Students in Urban Schools (Jan 30/23)

How can schools and educators support immigrant students?

What strategies can be deployed to support the inclusion of immigrant students in schools?

What do we need to know to investigate equity issues in urban schools?

Learning Activities

Type	Name	Description
Reading	Wk 11 Required Reading	James, C. E., & Saul, R. (2007). Urban schooling in suburban contexts: Exploring the immigrant factor in urban education. In <i>International handbook of urban education</i> (pp. 841-858). Springer, Dordrecht
		Gorski, P. C., & Pothini, S. G. (2018). <i>Case studies on diversity and social justice education</i> (Ch. 11). Routledge

Assessment Activities

Type	Name	Description
Formative Assessment	In-Class Activities 1-10	10 in-class group activities will be completed.
		Each activity is pass/fail. Details will be posted on the OWL site

Week 12:

Final Presentations and Celebration of Learning (Feb 6/23)

What does it mean to be a reflective practitioner in urban schools?

What practices and strategies can be deployed to disrupt inequities in classrooms and schools?

How can practitioner-researchers serve their communities beyond the walls of the classroom and school?

Assessment Activities

Type	Name	Description
Presentation	Week 12-Final Project Presentations	The final presentation will consist of a digital poster that uses the Equity Literacy Framework to discuss the equity issue of your choice. Digital posters will be submitted to OWL and posted on a Teams page for the class. The class will be invited to discuss the posters. A detailed explanation of this activity will be posted on OWL.
Formative Assessment	In-Class Activities 1-10	10 in-class group activities will be completed.
		Each activity is pass/fail. Details will be posted on the OWL site

Summary of Assessment Activities

Type	Name	Description
Project Due: Week 2, Oct 24/22	Portfolio Entry 1 (Topic and Questions)	Based on the topics discussed in class and your professional interests, please identify an equity issue that you would like to investigate. A detailed explanation of this activity will be posted in OWL
Project Due Week 5, (Nov 14/22)	Portfolio Entry 2 (Mini-Annotated Bibliography)	Please select 6 sources from an academic database and write a brief annotated bibliography. Two of the sources could be a policy documents or provincial guidelines related to your topic. A detailed explanation of this activity will be posted on OWL
Project Due: Week 8, Jan 9/23	Portfolio Entry 3 (Theoretical framework)	A brief essay (750 words) explaining how one of the theoretical perspectives discussed in class may inform your understanding of the equity issue. A detailed explanation of this activity will be posted in OWL
Project Due: Week 10, Jan 23/22	Portfolio Entry 4 (Applying the Equity Literacy Framework)	This activity consists of a brief essay (750 words) that uses the Equity Literacy Framework to analyse the equity issue of your choice. You can use each step of the framework as guiding questions in the essay. A detailed description of this activity will be posted on OWL.
Presentation Due: Week 12, Feb 6/23	Final Project Presentations	The final presentation will consist of a digital poster that uses the Equity Literacy Framework to discuss the equity issue of your choice. Digital posters will be submitted to OWL and posted on a Teams page for the class. The class will be invited to discuss the posters. A detailed explanation of this activity will be posted on OWL.

This course meets the following Competencies:

1.3 Teacher Candidates demonstrate an understanding of why it is so important to treat all pupils equitably and with respect.

2.12 Teacher Candidates understand key ideas and concepts related to democracy, social justice, and human rights.

2.2 Teacher Candidates create and refine their process of pedagogical documentation of

-a variety of effective teaching and assessment practices.

-a variety of effective classroom management strategies.

-how pupils learn and the factors that influence pupil learning and achievement.

2.4 Teacher Candidates use current research in teaching and learning.

2.8 Teacher Candidates have a sense of discovery that drives their ability to ask and frame questions, seeking to make connections that are not immediately obvious among phenomena and ideas. Teacher Candidates explain the differences and linkages between the theories, research methods and core ideas of the disciplines they have studied and analyze and solve problems according to the accepted methods of their field or fields. With their knowledge, Teacher Candidates can identify opportunities in their disciplines and see connections between other areas of study in order to imagine, create or produce novel solutions, works or performances.

2.9 Teacher Candidates use disciplinary discourse, technical language, numerical literacy or other appropriate disciplinary systems of knowledge, research methods or ways of knowing to identify, locate and evaluate oral,

print, graphic, numerical, scientific, or digital information. They explore complex problems from a variety of perspectives, recognizing bias, and identifying missing or underrepresented voices. Working under conditions of ambiguity or uncertainty, Teacher Candidates use disciplinary knowledge in order to research, reason and solve problems from a range of contexts relevant to practices in their disciplines. In proposing solutions, they describe limitations of the sources and methods they use.

3.19 Teacher Candidates acquire, process, interpret, rationalize and critically analyze large volumes of often conflicting information to the point of making an informed decision and taking action in a timely fashion.

3.4 Teacher Candidates adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources

3.6 Teacher Candidates use educational research and data analysis.

4.5 Teacher Candidates interact positively and respectfully with others in creating new ideas and developing products

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you

cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Ontario Curriculum & Supplementary Resources:



Curriculum & Resources

dcp.edu.gov.on.ca/en

Campus Services & Resources:



Health and Wellness

uwo.ca/health



Peer Support

westernusc.ca



Learning Skills

uwo.ca/sdc/learning



Indigenous Services

Indigenous.uwo.ca



Student Accessibility Services

sdc/uwo.ca/ssd



Writing Support

writing.uwo.ca



Financial Assistance

registrar.uwo.ca



Not sure who to ask?

Contact the Teacher Education Office at eduwo@uwo.ca