



UNIVERSITY OF ALBERTA FACULTY OF EDUCATION

Undergraduate Academic Affairs Council

Thursday, November 24, 2016

1:30 – 4:00 pm

533 A Education South

Minutes

Present: C Hickson (Chair), H Kennedy-Plant (Administrator)

S Bigam, J Buencamino, S Carr-Stewart, C Christianson, L Daniels, B Dunn, T Dust, D Grassick (ATA, for M Gravel), J McFeetors, L McGarvey, L Shultz, B Smilanich, J Sousa, L Sulz, C Weber-Pillwax, L Wiltse, A Wolfe

Regrets: M Gravel, B Hanson

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Welcome, Introductions and Announcements

- Around the table introductions were done to welcome guest Dan Grassick who was filling in as the ATA Rep for M Gravel

Approval of the Agenda

MOTION (B Smilanich): To approve the agenda, as circulated

Seconded by: J Buencamino

Carried

Approval of the Minutes of October 27, 2016

MOTION (J McFeetors): To approve the minutes, as circulated

Seconded by: L Wiltse

1 Abstention, Carried with amendments

C Hickson and W Dunn provided update from conversation with Provost on CSL

Editorial Calendar Changes

- Secondary Education
 - Education Chart 1 changes to Second Languages: Japanese Major to correct course numbering errors
Motion: T Dust Second: S Bigam, **Carried**
 - Education Chart 2 changes to course title to mirror new course title for CHRTC 381 Religious and Moral Education Minor. Changes to align minor requirements with Certificate in Catholic Education requirements
 - As the change to align with the certificate would see the removal of EDPS 456 as one of the 5 options for meeting a minor requirement, it was asked if a discussion occurred with the Department and it was confirmed that discussion had not occurred
 - It was noted that EDPS 456 is not offered regularly
 - Course title change is editorial and approved and remainder of motion, pertaining to alignment with the Certificate in Catholic Education will be taken back for Department conversations with EDPS and brought as motion in future
Motion: T Dust Second: L Daniels, **Carried**
 - EDSE minors' curriculum course changes from pre-requisites to pre/co-requisites
Motion: T Dust Second: J Sousa, **Carried**

Calendar Information

- There have been a few instances where Online Calendar transcription errors have been identified and in working with the Registrar's Office the edits were applied when the information was provided. If errors are discovered that may have been data entry errors when the online calendar was created, if verified, they may be able to be corrected as editorial, with no need for submission of a formal Calendar change

UAAC Discussion Topics

Education Electives Review of Recommendations and Discussion

- The UAAC Google Site was updated to include several documents for the discussion and paper copies of several documents were brought to the meeting, and an additional handout from J Sousa was distributed at the meeting
- An overview of the Education Electives Working Group work and the motion that passed in January 2016 was provided and the request to review the recommendations that came about from the working group's report was mentioned as leading to this discussion topic and explained as being not to change the recommendations but to monitor and decide if any action is needed
- An overview of the handouts was provided
- Recommendations from the report were used to begin the discussion with the understanding that the recommendations were not intended to be changed but to discuss, monitor and decide if any action is needed
- A question of the definition of elective was asked of the working group and it was explained that any education course could be seen as an education elective
- INT D 404 is offered through Educational Policy Studies (EDPS) and can be an education elective but it was noted that many students who enroll are not education students
- It was stated that space in students programs to complete electives is an issue
- Summaries of Undergraduate Program handouts were provided and addressed by W Dunn
- W Dunn mentioned that there has been discussion about where new EDPS faculty members can contribute within the program framework
- There are a number of items occurring around the faculty to address Ed Electives recommendations and Associate Chairs were invited to share
- L Daniels spoke for the Department of Educational Psychology (EDPY) and mentioned she was also on the electives working group. EDPY offers between 10 and 15 electives and they have increased how many are taught by faculty members. Popular courses are in the area of special education. Gaps identified by the working group are now being addressed and the department is pleased to see how this is going. EDPY temporary course numbers are struggling to get numbers this year
- C Hickson mentioned that there are 600 less undergraduate students than 3 years ago and there is a trend towards seeing more direct entry students each year and these factors do impact enrollment, especially in 300 and 400 level coursework
- S Carr-Stewart shared that having fewer students has an effect on EDPS for required and elective course enrolment. Less EDPS 410 students requires less staff/faculty. The Department eliminated offers extended to sessionals in order to have faculty teach 410. This year only 2 sessionals teaching 410, rest are faculty. 50% fewer students taking electives than last year. Ensuring that faculty have appropriate teaching assignments has become difficult
- L Wiltse shared that a complication in monitoring for Elementary Education is that EDEL courses can be taken as 'required' courses or electives. The Department considers it important to look into recommendations and is doing analysis of courses elementary students are taking. For the working groups recommendation number 6, that the department determine appropriate ways to limit number of students choosing 3XX and 4XX EDELS, limiting through enrollment management and limiting the number of offerings. This is being managed with manual enrollment and scheduling of a minimum number of courses. Students need background on areas they will be teaching and this is taken up in EDEL courses. Children in schools spend a majority of time on literacy and preparation for students in only one EDEL 3XX course and many students are taking a 4XX EDEL in this area
- T Dust mentioned that Secondary Education does not offer electives courses during fall/winter and only offer them in spring/summer and even then, not many. EDSE 401 often taught in conjunction with 501 and based on subject area studies
- W Dunn stated that an Associate Chairs standing meeting could be arranged to meet recommendation number 4
- Core EDU courses and required courses in IPT/APT are not always causing a conflict and should be removed from being considered timetabling conflicts when monitoring education electives
- C Weber-Pillwax shared concern that students are unaware of knowledge systems and this is not going to be resolved with a lack of courses that examine ways of learning about people and without being covered in required courses. There remain gaps from the old program that are being maintained in the present framework including topics of social justice, history, and in the field of EDPS courses which were covered in the former area of Educational Foundations and it is not clear where and what students are picking by saying they can have choice in selection of electives. We are not being leaders in determining what they need to take to become aware and to learn to have other ways for looking at the world. Concern lies in not upholding responsibility to students and there is need to go back and examine gaps
- J Sousa shared that the EDPS Department has concerns about space and leadership for quality and equity across faculty on knowledge systems and also expressed concerns about the enterprising nature of course selection. He stated this was why he saw a need to request to have a sunset clause when the report was initially presented, to force revisiting of the recommendations. The complexity is daunting but important not to relinquish looking at value that all departments can bring to the program offerings. There appear to be 15 new course offerings that were not offered in

winter 2015. Fall 8 new offerings. Negative impact on some course enrolment. Enduring and entrenched if we do not continue to monitor

- C Weber-Pillwax asked if something will be done to continue to think about electives. New faculty members are wondering what they can teach. What ways can be drawn upon to inform students to look at what courses are needed to be well prepared. EDPS lots to offer to have students prepared to work in schools
- W Dunn addressed that there is current work being done on the topic of what school jurisdictions are seeing as the needs in schools and these include focuses on English language learners and cultural diversity in schools, inclusive education and special needs, Indigenous culture, and early childhood education
- L Schultz discussed a need to talk across departments to understand what faculty members areas of expertise are and everyone should teach about diversity but when there is expertise in that area it should be known
- L Wiltse stated we have a large faculty with several departments and there are separate language and literature courses. She suggested that content coverage does not have to be either or issues and that diversity and social justice may enter into all courses when they are not covered in a specialty area. Through collaboration and understanding there is need to have integrated ways to have coverage
- S Carr-Stewart shared that quality and expertise of faculty members in EDPS should be utilized. Meetings are welcome with Associate Chairs to continue discussions
- C Hickson noted that initial cuts to reduce course offerings was due to not being able to financially support course offerings in the former framework. Not losing more students. Could not afford to run all classes. Had to conform to budget and the program is not continuing to get smaller but maintaining
- Recommendation number 4, "That Associate Chairs share information with each other about the non-compulsory Education courses and scheduling to ensure that an appropriate number of course are offered during Fall//Winter and Spring/Summer. Any potential issues and recommendations should be brought to the Department Chairs," will be topic of further conversation and brought back to this table

Technology across the curriculum (including face-to-face and online courses) discussion

- ESA surveyed students to inform the discussion and bring the student perspective. Technology is being used in almost every class in the faculty but not always to the fullest extent. Students like lots that technology provides, including affordability of course materials and visuals. Some would like to see it enhanced for example with increased access to Smartboards. Technology could be used in more applied or meaningful ways. For example, instead of materials focused just on what happened in class, utilize more eClass features. Calendar in eClass to track what is going on. Instructors model the bare minimum because students have to use and understand in classrooms. Going beyond PowerPoints. Online courses very different from each other from being a recorded class to being engaging in more meaningful ways.
- W Dunn important to know what do we mean when we are talking about technology. C Hickson reminded not long ago the TV and VCR were considered classroom technology. Defining will be important
- Blended and online pedagogical conversations need to occur. EDPY 304 blended IDQs dropped ½ point. Research tends to show that this is common.
- EDU 210 Technology in Education is developed by EDPY but being taught out of Technology in Education and with Janet Welch and Sherri Fricker leaving the Faculty and there will be 3 instructors running the course. L McGarvey explained the desire to have a working group for 210 and to also bring back tech learnings for benefit of all faculty. UAAC Proposal to strike a working group from each department in terms of needs to integrating technology with the group having a contact from each department and an undergraduate student working with the 210 instructors
 - **Motion:** (L McGarvey) UAAC strike a working group to address technology integration across the undergraduate program. Second: (S Bigam and J Buencamino), **3 Abstentions, Carried**

Discussion on the Motion continued before the vote

- J Sousa questioned if this will be an advisory group to the Technology Advisory Board (TAB) then why will UAAC monitor in terms of provincial standards meeting TQS (at least current draft) and asked if there will there be terms of reference
- It was shared that the working group would work with instructors in 210 who now do not have a lead
- W Dunn asked if TAB knows and it was mentioned that they are generally supportive and that information about membership and selection will be shared with departments and tasks will be outlined. TAB would be willing to participate
- If there are resource implications will the working group know
- J Sousa stated there is a need to consider how we measure or understand what is happening in classes and what is happening in KSAs looks different and seems more face to face oriented. Distinctions need to be recognized and address how all modalities relate to the KSAs
- C Weber-Pillwax stated that technology is ongoing with teaching and learning and we need to do it well. However, our approaches to the world and what percentage access technologies needs to be considered and we do not live that way and contemporary citizens need to consider Indigenous peoples and knowledges and there is need to

understand how they live as integrated beings. Important to acknowledge the human aspect of technologies in EDU 210

- D Grassick suggested that the definition of technology is important and hard to do. There are new TQS talks about what the teacher would do. Instructional, organizational co-creating technologies...students seem to desire instructors to be more engaging and model reflective practice. The ATA research on Growing Up Digital also looks into the human aspects of teaching
- A Wolfe shared that in ATEP the use of technology may be done out of necessity and not always preference. Asked all to remember teaching is a human connection and must be relational. Can't be passive in teaching because teachers can't be passive
- W Dunn mentioned that colleagues from TAB are a critical element of the process and he is confident the new group being struck will be beneficial to the review of technology integration
- C Christianson shared that students have lives beyond just being student and having online and blended delivery options can include a set of students that may otherwise be excluded, if offerings are narrowed to only face-to-face delivery
- J Buencamino shared that she currently has 3 jobs and a full course load and accessibility provides a balance and she believes she is already good at human connection but feels she needs to know the practical aspects of teaching
- L McGarvey will report back on working group

Schedule for Upcoming Topics

- January 26, 2016: Aboriginal content across the curriculum
- March 9, 2016: Review of EDPS 410 sequencing in program, Representation on FEPAC

Other Items for Future Discussion or Updates

- Adult Education Program Route Suspension updates from Department of Educational Policy Studies

Adjournment: L Daniels to adjourn the November 24, 2016 meeting of Undergraduate Academic Affairs Council.
Adjourned at 4:00 pm