



CURRICULUM GUIDE: OFFICIAL COURSE OUTLINE

Course Code	EDUC 101	Course Title	Introduction to Higher Education			
Credit Value	3	Department	Interdisciplinary			
No. of weeks	14	Hrs. per week	<i>Lecture</i>	<i>Tutorial</i>	<i>Laboratory</i>	<i>Total</i>
			3	0	0	3
Course Description	<p>This course empowers students to take control of their learning experiences by discovering their own voices and interests so that they become active and productive members of academic communities. The theoretical components of the course nurture an exploration of selfhood through personal narrative and dialogue, an inquiry into individual learning needs and preferences, and an ability to reflect on the views of others critically. The course also enables students to increase their understanding of navigating educational environments effectively. Ultimately, students will emerge with valuable academic and professional skills that foster lifelong development and learning.</p>					
Prerequisite(s)	ENGL 099					
Initial Articulation Targets	<i>UBC</i>	<i>SFU</i>	<i>UVic</i>	<i>UNBC</i>	<i>TRU</i>	
	N/A	EDUC 199 (4)	N/A	EDUC 101 (3)	EDUC 101 (3)	
	For updated information on the transferability of this course, please consult the BC Transfer Guide, www.bctransferguide.ca					
Learning Outcomes	<p>Upon successful completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Reflect on their past, present, and future educational journey. • Evaluate individual strengths, weaknesses, needs, and preferences regarding learning and education. • Participate in discussions that develop their ability to critically reflect on the views of others while refining their own. • Explore identity and written voice through personal narratives. • Analyze the advantages of goal setting and time management research in their academic life. • Engage support services on their educational journey. • Apply a new understanding of the benefits of peer review and group work techniques. • Evaluate sources and evidence for use in academic research. • Explore new ideas for personal growth and development in their community. • Analyze potential research topics and study focuses. • Understand cultural differences and expectations. • Employ leadership and collaborative skills to meet learning goals and objectives. • Analyze department-specific expectations for students and draw connections to personal strengths and challenges. 					



	<ul style="list-style-type: none"> • Understand rights as a resident/worker/student in Canada to avoid being mistreated or abused. • Develop a specific career path tailored to goals and motivations in the future. • Prepare for culturally significant encounters in their community and living situation in Canada.
Content	<p>Core topics – all of the following will be covered:</p> <ul style="list-style-type: none"> • Scholarly inquiries into the meaning of selfhood • Personal identity and voice • Personal strengths and challenges • Goal setting and time management • Canadian academic culture and cultural educational contexts • Latest theories in Canadian educational research • Academic standards and professional communication • Media literacy – how to use and evaluate online sources • Canadian ideals and challenges – community problem-solving • Leadership skills and conflict mediation • Exploring options for further study • The Canadian workplace: navigating the job market • Worker rights and responsibilities in Canada • Success beyond the job and classroom <p>Additional topics may also be covered, at the discretion of the instructor:</p> <ul style="list-style-type: none"> • Motivational strategies • Developing personal responsibility • Protecting yourself from misinformation
Methods of Instruction	<p>Lecture, audio-video clips, class and small-group discussion, classroom activities, self-reflective portfolio, tours, and field trips. On weekly basis, students will be expected to complete approximately one hour of self-directed online study involving materials presented on the Canvas learning management system.</p>
Required Textbook(s)	<p>The following textbook(s) is/are required, or approved equivalent(s).</p> <p>EDUC Course Pack (TBD)</p> <p>Feldman, Robert S. P.O.W.E.R. learning and your life: essentials of student success. Whitby, Ont.: McGraw-Hill Ryerson, 2015.</p> <p>OR</p> <p>Gammel, Jo Anne. Identity and Lifelong Learning in Higher Education. Charlotte, NC: Information Age Publishing, 2020.</p> <p>Supplemental Text(s), if applicable:</p> <p>Digital Citizenship Toolkit – Ryerson University: https://pressbooks.library.torontomu.ca/digcit/</p>



Required Equipment and Technology	<p>Students are required to have a computer with internet access. The following resources are provided by the College:</p> <ul style="list-style-type: none"> • Office 365 • Student email 	
Homework Hours	At minimum, students can expect one hour of homework for every hour of instructional time.	
Evaluation	<i>Component</i>	<i>% Value</i>
	Self-Expression Presentation	0-5%
	Academic Narrative Presentation	0-5%
	Educational Research and Theory Response and Interpretation	10-15%
	College Resource Discovery Tour Activity Completion	0-5%
	Critical Thinking Checklist Completion for Research Activity Completion	0-5%
	Neighbourhood Interviews Activity Completion	0-5%
	World Sustainability Goals: Group Problem-solving Presentation	10-15%
	Inspiration to Act - Group Discussion	0-5%
	AC Departmental Interviews Completion (Student/Faculty)	0-5%
	"My Future Job – What I Bring, What I Expect" Group Discussions	0-5%
	"My Rights and Responsibilities" – Writing and Justification Practice	0-5%
	Life-Learning Checklist – Support Networks and Resources Group Discussion	0-5%
Weekly Reflections (Can be done on Canvas)	10-15%	
Completion of Educational Research Portfolio – Regular Checks and Final Interview	20-25%	



Completion Requirements	The minimum grade to pass this course is D (50%). Unless otherwise stated, a minimum grade of C- (55%) is required for this course to fulfil a prerequisite.		
Course Designer(s)	Simon Binder, M.A., University of Freiburg, M.Ed., University of British Columbia	Consultant(s), if applicable	Gerry Tillman, MA, Laurentian University, MA TESOL VIA Renira Vellos, Ph.D., Department of Psychology, Alexander College
Dean's Approval	Steven Roe, Ph.D., Dean of Arts and Sciences, Alexander College	Dean's Approval Date	January 17, 2023
Curriculum Committee Approval Date	January 17, 2023	First Term Offered	Winter 2024
Last Review Date	January 17, 2023	Next Review Date	January 17, 2028
Revision History			