

L A K E H E A D U N I V E R S I T Y

DEPARTMENT OF SOCIOLOGY

Dr. Paul R. Carr

SOCI 3501 YAO - Sociology of Education

Fall 2012 and Winter 2013

Wednesdays & Fridays: 11:30 a.m. – 1:00 p.m.

Instructor: Dr. Paul R. Carr
Office: OA3029
Classroom: OA2015 (This class is at the Orillia campus)
Course ID: 76573
Email: prcarr@lakeheadu.ca
(NOTE: All communication for this course will take place within the WebCT portal)
Phone: TBA
Office hours: Tuesdays, 2:30 p.m.-3:30 p.m., and as negotiated
Classes start: September 12, 2012
Classes end: April 9, 2013 (last class is in Friday April 5, 2013)
Holidays & breaks: *Thanksgiving* - Monday, October 8, 2012
Family Day - Monday, February 18, 2013
Study Week – February 18-22, 2013
Good Friday - Friday, March 29, 2013
Easter Monday - Monday, April 1, 2013
Instructor website: www.paulrcarr.net
Sociology web-page: <http://sociology.lakeheadu.ca>

1. Course Description

The school as a social institution and its relation to other institutions. An examination of cultural values and educational aims; recruitment of students and educators; social origin of students and educators; role allocations in classroom, with peers and in the community.

2. Course Focus

We will focus on the social context of the development and transformation of our education system. We will critically examine the impact of the complex interplay between the individual and the social structure of schooling, and of the broader social, economic, political and historical forces related to gender, social class and racial groups as well as other makers of identity. We will also be concerned with how power functions within a broad framework to affect decisions made about teaching and learning, which raises related questions about the purpose of education in contemporary times within the context of globalization, neoliberalism and diverse

interpretations of democracy

3. Required Texts

There are two required textbooks for this course:

Wotherspoon, Terry. (2009). *The Sociology of Education in Canada* (third edition). Toronto: Oxford University Press.

ISBN: 13: 978-0-19-542660-1

Lund, Darren E. & Carr, Paul R. (editors). (2008). *Doing Democracy: Striving for Political Literacy and Social Justice*. New York: Peter Lang.

ISBN: 978-0-8204-9745-7

NOTE: These books should be available at the Lakehead University (Orillia) bookstore; otherwise, they could be ordered through www.amazon.com or www.amazon.ca. There may be other readings designated throughout the course.

4. Course format

This course includes two fundamental texts, which involve a manageable amount of conceptual, theoretical and applied readings, laying the groundwork for in-depth discussion and analysis of the sociology of work. In addition, we will watch a number of films to provide a range of voices and vantage-points to inform our thinking. The first part of the course will involve a fair amount of reading in order to adequately and effectively situate our focus on the sociology of work. Progressively, we will seek to engage one another in critical dialog and debate, and students are encouraged to bring issues, thoughts and questions to the class, both in person and electronically. We will maintain discussions electronically through WebCT, and, for the most part, all assignments, communications and evaluations will take place through the WebCT portal; papers will only be accepted through WebCT, and not be considered acceptable through email or left as a hard copy. The instructor will lead discussions, make presentations, and frame structured debate. The overall objective is critical engagement, and, for this to happen, students should immerse themselves in the readings and the assignments knowing that our personal experiences, identities, realities, ideologies and positionality all contribute to what we know. Therefore, we should be open to new learning, and, importantly, how we construct our own knowledge. Questions of all kinds are welcome. There will be ample opportunity for discussion and clarification of issues, which will become increasingly complexified and problematized as we advance in the course. The two tests will cover the material we have focused on in the course, especially in relation to the main text but also including other issues addressed through discussions, films and presentations.

5. Academic Guidelines

*****(Please read and refer to these guidelines throughout the course)**

- a. A fundamental principle for the teaching and learning in this course is the free and open exchange of ideas in a climate of mutual respect, reinforcing an academic environment in which we can expand our horizons at the individual and collective levels.

- b. There is a penalty for assignments handed in late unless appropriate arrangements and/or documentation (i.e., medical notes) are provided.
- c. Written assignments must be formatted according to the ASA (American Sociological Association) Style Guide for referencing and citations. For more information, see the Department of Sociology webpage at <http://sociology.lakeheadu.ca/index.php> or this website at <http://www.queensu.ca/sociology/files/styleguiderevised%20NOV06.pdf>
- d. Plagiarism will not be tolerated and will be dealt with according to the University regulations. For more information, see University Regulations section “IX Academic Dishonesty,” Lakehead University Calendar 10/11:
<http://calendar.lakeheadu.ca/current/contents/regulations/univregsIXacdishon.html>
- e. Diversity and equity are concepts of central importance within an academic context, and we should be cognizant of the experiences, approaches and presence of our colleagues. Everyone should be made to feel comfortable in our classroom.
- f. Attendance in class, preparation to discuss readings and assignments, submitting work on time, and following the structure and rhythm of the class are the responsibility of students.
- g. The readings for this course are extremely important, and will assist students greatly as they undertake the required assignments and prepare for tests, assignments and papers. Students are required to come to class prepared to discuss assigned readings.
- h. Being able to write clearly, in good English, in a structure and style that is both effective and easy to follow, is important for this course. Students are encouraged to re-read and re-work their assignments before submitting them. The Instructor’s website contains a summary of points that will assist in writing an effective paper. There are University resources available for those in need of assistance with writing.
- i. In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course, please contact me privately to discuss your specific needs. You must be registered with the appropriate University service.
- j. The instructor will be available at designated times, shortly before and after class, and through the WebCT portal. Arrangements can be made for other meetings. This syllabus is purposely detailed so as to provide a clear guide to where we are headed, what is expected, and how assignments will be evaluated.
- k. In order to facilitate a respectful, constructive and conducive learning environment, students are asked to turn off all electronic devices during class time. Laptop computers may be used to take notes but not for Facebook, games and other things which may be distracting to the class.
- l. Given the number of students in this class, students are not required to contact the Instructor when unable to attend a class. If several classes are missed for medical or other

documental reasons with written confirmation, this should be presented to the Instructor as soon as possible.

- m. All assignments and communications for this course should be sent through the WebCT portal for the course. Assignments will not be accepted through email or in hard copy but must be sent through WebCT both as an attachment and included within the body of the text. Please ensure that documents are attached, which requires clicking on the attachment button once a document has been selected within WebCT.
- n. Specific details are provided within this syllabus in relation to evaluations, assignments and participation in the course. Please refer to this document as the guiding document to this course, although there may be adjustments and updates, which will be clearly communicated in class and through WebCT.
- o. Some relevant websites include:
The University Calendar: <http://mycoursecalendar.lakeheadu.ca/>
 -University Regulations, program & course information, academic session dates etc...

Lakehead University Policies: <http://policies.lakeheadu.ca/>
 -student code of conduct, test and examination policies, grades, and much more

Orillia Student Affairs: <http://orillia.lakeheadu.ca/student-affairs/>

Weather: The *Weather Network* is a good site:
<http://www.theweathernetwork.com/weather/caon0506>
 * Also refer to the Lakehead University (Orillia) website home page to check for class cancellations.
- p. Please take note of the Lakehead University schedule as follows:

FALL/WINTER 2012-2013 SESSION			
Fall/Winter 2012-2013	Fall Term Courses	Fall/Winter Term Courses	Winter Term Courses
Classes Start	Monday, Sept. 10	Monday, Sept. 10	Monday, Jan. 7
Classes End	Monday, Dec. 3	Tuesday, April 9	Tuesday, April 9
Final Date to Register	Friday, Sept. 21	Friday, Sept. 21	Friday, Jan. 18
Final Date for Withdrawal (See Fees section for tuition refund dates)	Friday, Nov. 2	Friday, Feb. 1	Friday, Feb. 15
Final Marks Due by noon	December 24	April 30	April 30

q. Here is the breakdown of course schedule:

2012

September

Su	Mo	Tu	We	Th	Fr	Sa	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	WEEK 1
16	17	18	19	20	21	22	WEEK 2
23	24	25	26	27	28	29	WEEK 3
30							

October

Su	Mo	Tu	We	Th	Fr	Sa	
	1	2	3	4	5	6	WEEK 4
7	8	9	10	11	12	13	WEEK 5
14	15	16	17	18	19	20	WEEK 6
21	22	23	24	25	26	27	WEEK 7
28	29	30	31				WEEK 8

November

Su	Mo	Tu	We	Th	Fr	Sa	
				1	2	3	
4	5	6	7	8	9	10	WEEK 9
11	12	13	14	15	16	17	WEEK 10
18	19	20	21	22	23	24	WEEK 11
25	26	27	28	29	30		WEEK 12

December

Su	Mo	Tu	We	Th	Fr	Sa	
						1	
2	3	4	5	6	7	8	PAPERS DUE DEC. 7
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

2013

January

Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5	
6	7	8	9	10	11	12	WEEK 13
13	14	15	16	17	18	19	WEEK 14
20	21	22	23	24	25	26	WEEK 15
27	28	29	30	31			WEEK 16

February

Su	Mo	Tu	We	Th	Fr	Sa	
					1	2	
3	4	5	6	7	8	9	WEEK 17
10	11	12	13	14	15	16	WEEK 18
17	18	19	20	21	22	23	STUDY WEEK
24	25	26	27	28			WEEK 19

March

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

WEEK 20

WEEK 21

WEEK 22

WEEK 23

April

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

WEEK 24

FINAL PAPERS DUE APRIL 12

6. ASSIGNMENTS

A. First Paper (15% - due in Week 12)

This is an individual paper to be selected by students based on the criteria listed below. Students are to select a topic that is different from the one they have chosen for the group assignment. For example, if the group assignment involves a specific jurisdiction, then the student must choose a domain or an education-related issue for this paper.

The essay will require intensive library research as well as using other innovative means on a topic related to the sociology of education.

Paper Components:

- separate title page with title, name, course name and number, date, and total WORD COUNT, which should not surpass 1500 words (references can be above that number);
- Paginate;
- NO running header!;
- Single-space, size 12 font in Times Roman, and no colour;
- Include in-text citations and a reference list in **ASA style**. Citations must be correctly formatted. Be extremely careful to properly cite references;
- Students may refer to course readings and others beyond the course. Refer to as many sources as required to adequately explore the various dimensions of your chosen topic, and use at least 7 to effectively frame your arguments.
- Students are expected to cite from a wide range of **sources** including books, scholarly journals, research reports (eg. from federations and/or public policy organizations; see list of sites and links below), government documents, archive collections, and *reputable* electronic sources. (This excludes commercial sites, Wikipedia, blogs, forums, and other personal electronic sources.) Students are absolutely expected to use electronic indexes and databases, especially **ERIC** and **Sociological Abstracts**. Refer to LU library sources, the Department of Sociology website, and the Instructor website in addition to the following site for access to resources: <http://atoz.ebsco.com/titles.asp?Id=1790&sid=172046557&TabID=2>
- These expectations will serve as **evaluation** criteria for essays in addition to all of the conventional standards for effective essay-writing in sociology, ie. thesis statement, an effective introduction and conclusion, well-formulated arguments, critical analysis, and research effort.

Evaluation for the paper

a)	Structure and organization -----	2
b)	Writing and communication -----	2
c)	Content -----	2
d)	Analysis -----	4
e)	Discussion and implications-----	3
f)	Pertinence of references -----	2

TOTAL →15

C. Tests (Week 11 – 20% & Week 22 – 25%)

Two tests with some short-answer and essay questions (and potentially some multiple choice questions) will take place in Weeks 11 and 22, covering material in the text, lectures, films and

classroom discussions.

D. Group Assignment (Presentation: Weeks 17, 18, 19, 20 – 10%; Paper – 15%)

Given the size of the class, groups will be formed in the first and second weeks of the course of 3-5 persons. Working with others can sometimes be difficult but it can also be highly beneficial to learn how to debate, argue, and engage with others. If there appears to be issues and problems within the group, students should seek to resolve the concerns among themselves; if this does not work, please see the Instructor as soon as possible, and note that it is almost impossible to work out problems a week or two before the assignment is due so students are encouraged to start their work early rather than later.

There are two components to this assignment:

- a) A roughly 20-minute presentation in class during Weeks 17, 18, 19 and 20 with a short period for discussion afterwards; (10%)
- b) A paper (one per group) of a maximum of 2000 words plus references (at least 10 peer-reviewed references). (15%)

As part of the groupwork process, students will be able to evaluate anonymously the work of their colleagues within their groups based on participation, engagement, cooperation, collaboration, effort, input and effectiveness, and will also be able to evaluate the work of other groups based on how important, effective, innovative and relevant they thought this work was. In both cases, these anonymous evaluations, which will be seen only by the Instructor, will contribute to the grading scheme. Protocols for these two evaluations will be provided in class.

The essay will require intensive library research as well as using other innovative means on a topic related to the sociology of education, namely a particular jurisdiction (for example, Toronto, Ontario, Canada, Brazil, China, etc.), a domain (for example, a curriculum, program or policy concern, etc.) or specific education-related issue (for example, bullying, drop-outs, testing, parental involvement, multicultural education, special education, etc.). Cast a broad net to gather data, analysis, information, scholarly opinion and insight into your topic, and start early to be able to develop a portrait not only of the specific issue but also the context surrounding the topic.

The presentation is not merely a reading of the paper but should inform the class of ideas, concerns, issues and problematics that further connect with the material dealt with in the class. Be creative! You will have a limited time-frame so don't use an 8-minute video-clip, and be provocative, animated and critical. Also make sure that everyone is collaborating. As mentioned above, those who do not participate will not be rewarded.

Paper Components:

- separate title page with title, name, course name and number, date, and total WORD COUNT, which should not surpass 2000 words (references can be above that number);
- Paginate;
- NO running header!;
- Single-space, size 12 font in Times Roman, and no colour;
- Include in-text citations and a reference list in **ASA style**. Citations must be correctly formatted. Be extremely careful to properly cite references;

- Students may refer to course readings and others beyond the course. Refer to as many sources as required to adequately explore the various dimensions of your chosen topic, and use at least 10 to effectively frame your arguments.
- Students are expected to cite from a wide range of **sources** including books, scholarly journals, research reports (eg. from federations and/or public policy organizations; see list of sites and links below), government documents, archive collections, and *reputable* electronic sources. (This excludes commercial sites, Wikipedia, blogs, forums, and other personal electronic sources.) Students are absolutely expected to use electronic indexes and databases, especially **ERIC** and **Sociological Abstracts**. Refer to LU library sources, the Department of Sociology website, and the Instructor website in addition to the following site for access to resources: <http://atoz.ebsco.com/titles.asp?Id=1790&sid=172046557&TabID=2>
- These expectations will serve as **evaluation** criteria for essays in addition to all of the conventional standards for effective essay-writing in sociology, ie. thesis statement, an effective introduction and conclusion, well-formulated arguments, critical analysis, and research effort.

Evaluation for the paper

g)	Structure and organization -----	2
h)	Writing and communication -----	2
i)	Content -----	2
j)	Analysis -----	4
k)	Discussion and implications-----	3
l)	Pertinence of references -----	2
		TOTAL →15

Evaluation for the presentation

a)	Structure and organization -----	2
b)	Delivery, coherence effectiveness-----	2
c)	Content and analysis -----	3
e)	Discussion and implications-----	3
		TOTAL →10

E. PARTICIPATION & WebCT Postings – 15%

In-class participation, preparation, leading discussions, when required, and WebCT postings/discussion constitute participation in this course.

Students should do all of the required readings, and come to class prepared to discuss issues as well as raising concerns and questions.

WebCT postings should be roughly 150-200 words each, should contain a couple of well-written paragraphs as well as two or three critical comments/observations, and students should post their comments in a timely manner during the weeks when we have WebCT discussions (DO NOT POST COMMENTS 2, 3 OR MORE WEEKS AFTER WE’VE COMPLETED A DISCUSSION AS NO ONE WILL READ THESE COMMENTS, AND THEY ARE NOT LIKELY TO CONTRIBUTE TO THE FLOW OF THE DISCUSSION AT THAT POINT). Students should also engage others with questions about what others have said, and this should take place during the weeks when we have prescribed

discussions as per the schedule. The goal is to be original, innovative and pertinent, and to highlight areas of interest and concern in an engaging way. In other words, in attempting to be critical, the objective is not to simply regurgitate what the authors or others have said but to somehow link this to our diverse socio-political and education context. Students are also invited to comments on the postings of their colleagues, to engage in critical dialogue with them, and to use WebCT as a vehicle to better understand the issues discussed in class. Typically, students should comment on, at least once, on the postings of their colleagues. WebCT will be used as a communication-tool for the course, and students are encouraged to work together on assignments, where appropriate, through this mechanism. For the purposes of this course, WebCT will serve as an important vehicle in which we can discuss course readings and the films that we will be watching. Depending on the size of the class we might break the group into two sections but this will be confirmed in class during the first week.

Evaluation

- a) Consistency of participation -----4
- b) Pertinence of participation -----7
- c) Critical engagement -----4

TOTAL → 15

PLEASE NOTE THAT SIMPLY SHOWING UP FOR CLASS DOES NOT QUALIFY FOR 15/15. PARTICIPATION INCLUDES BOTH QUANTITY AND QUALITY, AND IS BASED ON IN-CLASS AND WEBCT PARTICIPATION.

7. OVERVIEW of the GRADING

FIRST PAPER -----	15	→Week 12
TEST 1 -----	20	→Week 11
PRESENTATION (GROUPWORK) -----	10	→Weeks 17-20
TEST 2 -----	25	→Week 22
FINAL PAPER (GROUPWORK)-----	15	→Weeks 24
PARTICIPATION -----	15	→Continuous

TOTAL →100

8.COURSE STRUCTURE AND CONTENT

WEEK	READINGS/ACTIVITIES (^) (W=Witherspoon; L=Lund)	ASSIGNMENTS
1	<ul style="list-style-type: none"> ➤ Syllabus, guidelines, schedule, selection of groups ➤ W BOOK: Preface, Chapter 1 ➤ Being critical 	
2	<ul style="list-style-type: none"> ➤ W BOOK: Chapter 2 ➤ Different data sources ➤ Reading the newspaper 	Read a few newspapers in print or online, and be prepared to discussed what you have found in relation to the sociology of education
3	<ul style="list-style-type: none"> ➤ W BOOK: Chapter 3 ➤ L BOOK: Foreword & Introduction ➤ How to research and write a sociology paper ➤ Finding relevant articles and books 	Analyse the websites on page 303 of the W BOOK, and be prepared to discuss them in class.

		WebCT posting #1 (*)
4	<ul style="list-style-type: none"> ➤ W BOOK: Chapter 4 ➤ L BOOK: Chapter 1 	Analyse the websites on page 304 of the W BOOK, and be prepared to discuss them in class.
5	<ul style="list-style-type: none"> ➤ W BOOK: Chapter 5 ➤ L BOOK: Chapter 2 	Review educational statistics, and be prepared to discuss what you have found in class
6	<ul style="list-style-type: none"> ➤ W BOOK: Chapter 6 ➤ L BOOK: Chapter 3 	WebCT posting #2 (*)
7	<ul style="list-style-type: none"> ➤ W BOOK: Chapter 7 ➤ L BOOK: Chapter 4 	
8	<ul style="list-style-type: none"> ➤ W BOOK: Chapter 8 ➤ L BOOK: Chapter 5 	WebCT posting #3 (*)
9	<ul style="list-style-type: none"> ➤ W BOOK: Chapter 9 ➤ L BOOK: Chapter 6 	WebCT posting #4 (*)
10	➤ L BOOK: Chapters 7, 8, 9	
11		Test 1
12	➤ L BOOK: Chapters 10, 11	First (Individual) paper due
13	➤ L BOOK: Chapters 12, 13	
14	➤ L BOOK: Chapters 14, 15	WebCT posting #5 (*)
15	➤ L BOOK: Chapters 16, 17	
16	➤ L BOOK: Chapters 18, 19, Afterword	Students are to bring one peer-reviewed article to class, and be prepared to discuss its relevance, its weakness and strengths, and its potential utility for students and the field
17	➤ Group presentations	Students must attend these presentations, and also participation in critiquing their colleagues within their groups and in other groups
18	➤ Group presentations	Ibid
19	➤ Group presentations	Ibid
20	➤ Group presentations	Ibid
21	➤ Films and group activities	WebCT #6 (What did you think of the presentations? What did you learn? Were there any surprises?)
22	Films and group activities	Test 2
23	Films and group activities	
24	Films and group activities	<ul style="list-style-type: none"> ➤ Final (Group) paper due ➤ WebCT posting #7 (What did you think of the course? What

		<p>surprised you, disappointed you, engaged you...? What do you now think of the world of education? Has the sociological perspective enhanced your insight? And anything else?)</p>
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(* Unless specifically stipulated, WebCT postings will deal with material covered in class, including readings, lectures, presentations, films and discussions, and students should post their postings in the required week by Friday at midnight of that week, and should provide any additional comments, feedback and engagement with others by Tuesday of the following week. Students are also encouraged to continue the online discussion for the next few days, if appropriate. The Instructor will also participate in the discussions. Please refer to the syllabus for guidelines, and be aware that participating within the required timeframe is absolutely necessary for your comments to be read and considered by colleagues. The WebCT portal for this class is broken down into 12 weeks so discussion for, say, Week 4 should be entered in that week, and should include the following in the subject heading:

WEEK 4 Posting – NAME OF STUDENT

(^)FILMS (that we may watch but not necessarily in this order; note that they are all accessible online for free)

- Charles Leadbeater: Education innovation in the slums (19m)
http://www.ted.com/talks/lang/en/charles_leadbeater_on_education.html
- Liz Coleman's call to reinvent liberal arts education (19m)
http://www.ted.com/talks/lang/en/liz_coleman_s_call_to_reinvent_liberal_arts_education.html
- Sugata Mitra: The child-driven education (17m)
http://www.ted.com/talks/lang/en/sugata_mitra_the_child_driven_education.html
- Salman Khan: Let's use video to reinvent education (20m)
http://www.ted.com/talks/lang/en/salman_khan_let_s_use_video_to_reinvent_education.html
- Ken Robinson: Changing education paradigms (12m)
http://www.ted.com/talks/lang/en/ken_robinson_changing_education_paradigms.html
- Ken Robinson says schools kill creativity (19m)
http://www.ted.com/talks/lang/en/ken_robinson_says_schools_kill_creativity.html
- Sheryl WuDunn: Our century's greatest injustice (18m)
http://www.ted.com/talks/lang/en/sheryl_wudunn_our_century_s_greatest_injustice.html
- Shukla Bose: Teaching one child at a time (16m)
http://www.ted.com/talks/lang/en/shukla_bose_teaching_one_child_at_a_time.html
- Josh Silver demos adjustable liquid-filled eyeglasses (5m)
http://www.ted.com/talks/josh_silver_demos_adjustable_liquid_filled_eyeglasses.html?quote=531
- Diana Laufenberg: How to learn? From mistakes (10m)
http://www.ted.com/talks/diana_laufenberg_3_ways_to_teach.html?quote=863
- Bunker Roy: Learning from a barefoot movement (19m)
http://www.ted.com/talks/bunker_roy.html?quote=1120
- Kathryn Schulz: Don't regret regret (17m)
http://www.ted.com/talks/kathryn_schulz_don_t_regret_regret.html?quote=1204
- Shawn Achor: The happy secret to better work (12m)
http://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work.html?quote=1292
- Raghava KK: What's your 200-year plan? (11m)
http://www.ted.com/talks/raghava_kk_what_s_your_200_year_plan.html?quote=1734

- Children full of life (40m)
<http://topdocumentaryfilms.com/children-full-of-life/>
- Richard Dawkins: Faith school medicine? (48m)
<http://topdocumentaryfilms.com/richard-dawkins-faith-school-menace/>
- How racist are you? (47m)
<http://topdocumentaryfilms.com/how-racist-are-you/>
- Progressive education in the 1940s (7m17)
<http://www.youtube.com/watch?v=opXKmwg8VQM&feature=related>
- John Dewey: His life and work (3m57)
<http://www.youtube.com/watch?v=oKKdCWTKATA&feature=related>
- Creative quotations from John Dewey (1m28)
<http://www.youtube.com/watch?v=Xr0CThoPhag&feature=related>
- Child Poverty in Canada (4m39)
<http://www.youtube.com/watch?v=gA0W4DsQy3c&feature=related>
- Canada's growing gap (3m30)
<http://www.youtube.com/watch?v=JrjIBbMPQw0&feature=related>

- Interview with Joe Kincheloe (19m14)
<http://freireproject.org/content/critical-pedagogy-tv>
- Interview with Peter McLaren (45m)
<http://freireproject.org/content/critical-pedagogy-tv>
- Interview with Henry Giroux (47m57)
<http://freireproject.org/content/critical-pedagogy-tv>
- The Cultural and Racial Factors of School Reform (5m55)
http://fora.tv/2009/06/23/The_Cultural_and_Racial_Factors_of_School_Reform
- Africentric school debate (28m6)
<http://www.youtube.com/watch?v=a5nTRYF10S8&feature=fvsr>
- David Suzuki on education and the environment (62m52)
<http://www.youtube.com/watch?v=ReFdEQBWBzw&feature=related>
- Why Singapore Leads the World in Mathematics (8m06)
http://fora.tv/2009/04/18/Why_Singapore_Leads_the_World_in_Mathematics
- Linda Darling-Hammond: The Flat World and Education (72m)
http://fora.tv/2010/08/02/Linda_Darling-Hammond_The_Flat_World_and_Education#fullprogram
- Education trends in fast changing world (3m35)
http://www.dailymotion.com/video/x4viri_education-trends-in-fast-changing-w_school