

# ONE WORLD in Dialogue



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SOCIAL STUDIES COUNCIL of the ALBERTA TEACHERS' ASSOCIATION



## **Social Studies Council Contacts**

**President**

Shelley Kirkvold  
Bus 403-327-9555  
atasscpresident@gmail.com

**Journal Editor**

Craig Harding  
Bus 403-777-7870  
jcharding@shaw.ca

**ATA Staff Advisor**

Dave Matson  
Bus 780-447-9420 or 1-800-232-7208  
dave.matson@ata.ab.ca

Contact information for the complete Social Studies Council executive is available at <https://ssc.teachers.ab.ca>.

### **On the Cover**

A game of hockey on Lake Windermere in British Columbia. Photo by Craig Harding.



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**Volume 7  
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A Message from the Editor	2	<i>Craig Harding</i>
<b>Articles</b>		
A Clash of Interests: Neoliberalism in Education	4	<i>Charlene Creamer Melanson</i>
Analysis and Critique of the Manitoba Social Studies Curriculum	9	<i>Paula Bye</i>
A Case for Holocaust Education in Alberta Schools Through the Lens of Citizenship Education	15	<i>Jennifer Magalnick</i>
Correlating Career Education with a Globalizing World: Teaching Advanced Career-Planning Skills in Grade 10 Social Studies	23	<i>Andrew Gilbert, Kerry B Bernes, Jonathan L Roque, Annelise M Lyseng and Karissa L Horne</i>
Review Board	34	
Guidelines for Manuscripts	36	

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# A Message from the Editor

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*Craig Harding*



When considering the cover for this issue of *One World in Dialogue*, I continued to come back to a picture that evokes the Canadian spirit and care-free times, despite the harshness of our winters—a minor inconvenience when a hockey game awaits. With a break in the weather, what better to do than get

out on the lake and have a fast-paced game of hockey, overcoming the imperfect ice conditions. The players exemplify hope that the game will be great regardless of the obstacles. This seemed like an apt metaphor for the articles in this issue.

While our current media-rich milieu portrays seemingly endless possibilities, it also presents us with challenges in our daily and professional lives. We live in a time of VUCA (volatility, uncertainty, complexity, ambiguity), a term initially used to describe the 1980s and then the post–Cold War world, and we are confronted with both persistent and new issues (such as human rights abuses, poverty, global conflicts, assaults on the rights of minorities, fake news and populism, among many others). Yet, as Walt Werner (2013, 260) notes, “Anyone who is a teacher is necessarily an optimist. Our working with young people represents a commitment to the future.” Werner advocates for hope as an incentive for learners and learning. He explains that “hope is a knowledgeable and reflective confidence in the future and a willingness to engage it” (p 260).

Through considering alternative world views, note van Kessel and Saleh (2020, 5), people can realize that their

preferred vision of the world—of what is hoped for—“might be arbitrary, and thus at least for a moment we lose our shield against our fears of impermanence.” While common and encouraged in our social studies classes, this, it seems, requires hope to address. In these VUCA times, hope alone is not the panacea, notes Werner (2013)—but hope based on knowledge and reason can be.

This issue of *One World in Dialogue* seeks to provide insight into issues that teachers confront, not just in their classrooms but in the professional context of their craft. These issues are persistent and have a significant impact on both preservice education and practising teacher experience. They are the engine that shapes our pedagogic content knowledge—the instructional practices we use, the content we teach, the resources we select, our understanding of our students and our interactions with colleagues. The articles from across Canada offer the necessary conceptual frameworks and insights into how we can appraise these issues and develop a reasoned vision for hope.

To begin, Charlene Creamer Melanson explores the notion of neoliberalism—a pernicious ideological invader from the VUCA world. Melanson, a high school English teacher in New Brunswick, provides background into the rise of neoliberalism and its impact on educational policy and practice. Hope is offered as a civic virtue that seeks to ensure that our schools remain sites where the common good is nurtured so that we can return to living in a society with a market economy rather than in a market society.

Curriculum is likely the most controversial issue in Alberta’s education landscape. In her article, Paula Bye examines Manitoba’s social studies curriculum. At the time of writing, she was an elementary school teacher in Manitoba and was working on a master’s degree specializing in curriculum and instruction. With her eclectic

background—including teaching in the north, where wandering polar bears meant school closure, and in eastern European villages, where grape harvests resulted in the same—Bye offers insights informed by the scholarly consideration of guiding principles developed to improve curricular outcomes. Such an approach offers Alberta teachers knowledge and a heuristic to understand our province's current and proposed curriculum models.

Jennifer Magalnick, associate director of Holocaust Education and Community Engagement for the Jewish Federation of Edmonton, undertakes a systematic review of Holocaust education, providing strong insight into this long-discussed but rarely addressed concern. This article is timely, as recent research by the Anti-Defamation League (ADL) Center for Antisemitism Research (2023, 6) found that “85 percent of Americans believe at least one anti-Jewish trope”—a significant increase over the past four years. Magalnick's article provides the knowledge and reasoning for a rich understanding of the Holocaust that can be used to counter antisemitic beliefs, as well as offering hope for a fairer and more just world in a time of uncertainty and volatility.

We conclude with research from Andrew Gilbert, Jonathan L Roque, Annelise M Lyseng and Karissa L Horne, in collaboration with University of Lethbridge professor Kerry B Bernes. The authors constructed a series of Grade 10 social studies lessons that integrated career-planning skills and assessments. Seeking to engage students in considering their futures, they used a variety of methods to explore the efficacy of the lessons in helping students consider career options. The Alberta government recently created a Career Education Task Force to seek ways to prepare students for postsecondary studies or employment. However, the integrated approach these researchers used illustrates that existing school subjects can include knowledge, values and skills directly related to career planning, which can make students' choices after high school seem less daunting and can perhaps offer a degree of hope in a world characterized by VUCA.

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# A Clash of Interests: Neoliberalism in Education

*Charlene Creamer Melanson*

Public schooling is the very foundation of democratic society. Thus, public schools must be imagined as sites of social justice, change and transformation, and students must be educated as “citizens capable of defining and implementing democratic goals such as freedom, equality, and justice” (Giroux 2007, 195). The health of a democracy depends on its education system remaining free from capitalist, market-driven ideology and the interference of corporate interests.

However, it would be naive to conceive of a utopian ideal of education totally free from power struggles and the clash of ideologies. There are no neutral spaces, and as Giroux (2016, 356) makes clear, there are inextricable “relationships among knowledge, authority, and power.” Public schools are entrenched in a struggle over “who has control over the conditions for producing knowledge” (p 356), and neoliberal policies and practices have been both overtly and surreptitiously infiltrating the democratic roots of public schools all over the world, including Canada. For example, as Froese-Germain (2016, 1) discusses, “education privatization has grown in tandem with the spread of neo-liberal ideology around the globe,” and privatization “undermines educational equity and quality, and it erodes the principles of education as a basic human right and a public good.”

Public school boards, school districts, administrators, teachers, parents and students must be aware of the characteristics of neoliberal policies and the threats they pose to the quality of education that students receive. Our democracy depends on it.

## The Rise of Neoliberal Policies in Education

Neoliberalism began to influence traditional education policy in the 1990s, as it rose to prominence as the accompanying ideology to globalization (Tucker and Fushell 2021). Neoliberal policies directly challenge conceptions of the public good and instead adhere to the primacy of individualism and the fulfillment of self-interests. As Sharma and Sanford (2018, 341) explain, neoliberalism is concerned with “extensive economic liberalization and policies that extend the rights and abilities of the private sector over the public sector, specifically shutting down state and government power over the economy.” More specifically, neoliberalism is characterized by “fiscal austerity, deregulation, free trade, privatization” (p 341) and labour cuts, as well as “withdrawal of government from provision of social welfare on the premise that competitive markets are more effective and efficient” (Thinnes 2013).

The basic tenets of neoliberalism have manifested in education discourse through a shift away from the perspective of education as a collective public good and toward discussions of economic “rationality, efficiency, and accountability” (Parker 2017, 44). In this commodified vision of schooling, students are viewed as future workers in a capitalist market system. Thus, policy-makers see public schooling not as a democratic exercise leading to potential emancipation and greater equality but, rather, as a skills-based training endeavour that will prepare students for success in the 21st century.



Education has increasingly been viewed through a business lens, with major cuts in spending; attacks on teachers' unions; and increasing standardization of curriculum, instruction and assessment. Policy discourse around education has moved away from humanist notions of responsibility and interconnectedness toward a neoliberalist conception of accountability and individualist competition (Parker 2017). Policies in favour of economic growth have been prioritized over social welfare policies that uphold notions of the public good and protect marginalized communities. Parker explains,

There is a difference between accountability and responsibility. . . . Accountability excuses our lack of participation in democratic spaces by offering scapegoats and shallow policy solutions. It connotes a sense of authority: that there is someone to compel action and to punish for failures. It allows citizens to think that there is someone who is supposed to act, to be responsible, and to blame. It pretends at transparency while obfuscating complexity and excluding diverse voices from the discussion. (p 54)

This conception of education is eroding education systems and the quality of curriculum, instruction and assessment, and is having very real impacts on the lived experiences of students and teachers internationally and in Canada.

The rest of this article will explore how the hegemony of neoliberalist thinking has overtly and covertly affected the quality and integrity of education through both policy and practice.

## The Commodification of Education

Neoliberal policies and practices have reduced education to a commodity, and through such a lens, students and parents are viewed as consumers. Markets operate on the underlying economic assumption of supply and demand, and under neoliberalism, public schools are viewed as one consumer good to be chosen among many.

School choice is a cornerstone of the neoliberal approach to education in the United States, and although less overt in Canada, measures that encourage school choice have been increasingly offered in provinces such as Alberta. Canadian scholars, such as Yoon and Daniels (2021), note that these measures include diversifying public school options for parents and students, including charter schools, busing vouchers, tax credits and public funding for private schools. Allowing parents and students to choose what school they attend, the argument goes, fosters

competition between schools, increases accountability and improves student achievement.

In reality, school choice undermines equity and equality in public education. Rather than raising the quality of education, "popular schools in affluent neighborhoods become oversubscribed, while unpopular schools in low-income neighborhoods are becoming undersubscribed" (Yoon and Daniels 2021, 1289). As a result, class and racial inequalities are further entrenched. In Canada, as Yoon and Daniels make clear, Indigenous children lose out the most, and "in the regions of historical and contemporary racial divisions, school choice has worsened racial segregation and racial hierarchy as parents tend to choose along racial lines" (p 1289).

The neoliberal view of education as a commodity has not only manifested in school choice but has also evolved to increasing levels of privatization *of* and privatization *in* education (Education International 2015).

The privatization *of* education has been of primary concern in the United States, although Canada has also seen the increased involvement of private corporations in education that are operating for profit in various contexts, including "using the private sector to design, manage or deliver aspects of public education" (Education International 2015). In the United States, as Giroux (2016) makes clear, billionaires such as Bill Gates, the Walton family and Art Pope have been at the forefront of decisions regarding education reforms that have opened public schooling to corporations profiting from the previously untapped "market" of education.

This sort of "philanthropic" involvement also takes place in Canada, as do public-private partnerships, whereby public schools partner with corporations to deliver curriculum tailored to the interests of those corporations. These programs operate as skills-based job training and are often sold using rhetoric touting the power of technology and 21st-century learning skills to transform students into entrepreneurs and innovators.<sup>1</sup>

There has been a proliferation of online learning and student information management systems owned by huge education corporations, such as Pearson. Pearson's influence has become more and more pronounced in Canadian education through its vertical supply chain, which involves the company in every aspect of education, including collecting data; providing instructional content, standardized testing and teacher licensing tests; and operating schools (Froese-Germain 2016, 1).

The New Brunswick Teachers' Association (NBTA) has noted concerns about Pearson's student information system PowerSchool and possible data-collection issues. Additionally, the NBTA is concerned that further government spending cuts to education could result in more

privatization measures (Froese-Germain 2016, 4). These concerns are not unfounded. In the United States, the rise of surveillance capitalism has led to video cameras being installed in classrooms and efforts to ban the teaching of critical race theory.

The New Brunswick government is also involved in the privatization of education, selling New Brunswick curriculum as a licensed commercial entity to international schools under the auspices of Atlantic Education International (AEI). AEI's partners include Flywire, Medavie Blue Cross, MacLellan and Moffatt Financial, True North, and Vital English.<sup>2</sup> Its board of directors (which includes provincial government ministers, the director of Opportunities New Brunswick and superintendents of schools) is dependent on the approval and whims of the corporate sponsors.<sup>3</sup> The language AEI uses is couched in neoliberal ideals, and it sells New Brunswick curriculum to schools in countries such as China, Brazil, Bangladesh and Saint Lucia by promising to "maximize . . . educational, economic, and social benefits."<sup>4</sup>

Privatization *in* education is less overt but, in some ways, more insidious. Education International (2015) explains that these are "forms of privatisation [which] involve the importing of ideas, techniques and practices from the private sector in order to make the public sector more like business and more business-like."

A neoliberal approach in education is well established in the United States, thanks to policies such as No Child Left Behind, which holds teachers and schools accountable for student achievement through measures such as merit pay, teacher evaluation and dismissal, and a shift in the role of administrators from instructional leaders toward business-focused managers.

In Canada, privatization *in* education has taken place to a lesser degree than in the United States. Nevertheless, this article will explore the topic further in a discussion about the neoliberal influence on notions of accountability and standardization.

## Slashing Spending

Neoliberalism prioritizes economics, efficiency and accountability over social welfare policies. As Parker (2017, 46) explains, politicians typically view schools as "'black holes' (Apple, 2005, p. 214) that consume large amounts of money but fail to produce adequate results."

Reflecting this view, in 2019, Alberta's then premier Jason Kenney made good on the United Conservative Party's campaign promise to conduct a review of the curriculum, even though the previous government had recently completed a new draft curriculum. In a Q&A session on

Facebook, Kenney justified the review by stating that there had been a "huge decline in numeracy and math competency amongst our students" and also spoke about "addressing the decline in reading proficiency" (Craddock 2019).

Alberta's government did increase education spending slightly; however, as of 2022, the province still ranked last in Canada in terms of public school funding (*ATA News* 2022). Under neoliberal policies, education systems typically face major spending cuts that often result in structural changes and the centralization of school boards and school districts under the guise of cutting costs and increasing accountability.

As Tucker and Fushell (2021) assert, centralization reforms delegitimize and devalue the professional knowledge of teachers and administrators and, in Newfoundland, have "shifted power from schools and local boards, ignoring professional knowledge and the needs of local communities" (p 364). They go on to explain that centralization leads to increased bureaucracy and one-size-fits-all business-style decision making that ignores the nuances and diverse makeups of individual school communities. Policies made from the top down, with a focus on the bottom line, leave teachers and administrators with their hands tied when it comes to making decisions that will best serve the learning needs and the social and emotional well-being of their students.

Neoliberal spending reforms also often involve the outsourcing and further privatization of services in schools. For example, before and during the COVID-19 pandemic, big education corporations, such as McGraw Hill, were pushing blended learning as the perfect solution for school boards looking to cut costs. They made promises about "blended learning—combining the use of new technology with face-to-face instruction—as the wave of the future in education" (Froese-Germain 2016, 2), a myth that has been unpacked by McRae (2015). Once the pandemic made implementing blended learning a reality, it became obvious to parents, students, teachers and administrators that nothing could replace in-person learning. Thankfully, policy-makers seem to have heard the message. Nevertheless, the Canadian Teachers' Federation (CTF) will monitor how frequently provincial governments lean on blended learning models in the future, as the potential cost savings and cuts to teacher positions that these models afford certainly fit the neoliberal model.

Spending cuts have also been made by successfully manufacturing a crisis through neoliberal rhetoric calling for a return to the basics and to the core subjects of literacy, numeracy and science. These appeals have led to decreased spending and teacher reductions in the arts, sports and other subjects seen as nonessential. Class sizes have also



increased, putting even more pressure on teachers who are already overworked and undervalued, particularly in the United States.

The hegemony of neoliberal policies in education is evidenced by the normalization of school fees and fundraising in Canadian public schools. Winton and Milani (2017) note that nearly all public schools in Ontario engage in fundraising efforts to pay for normal operations, as well as to supplement extracurricular activities. However, there is great disparity among schools in terms of how much money they are able to fundraise, and “critics assert that fundraising perpetuates and exacerbates inequities between schools and communities by providing different kinds of educational opportunities and increasingly different schools” (p 3).

## Accountability and Standardization

Before the rise of neoliberalism, education was viewed as a political endeavour. However, “the neoliberal mandate has transformed what was once a political concept into an economic one” (Parker 2017, 46).

In Canada, strong teachers’ unions and a cultural acceptance of social welfare enshrined in the Canadian Charter of Rights and Freedoms have resulted in fewer cuts and better working conditions and salaries for teachers than in the United States. However, provincial education systems have not escaped another hallmark of neoliberalism’s influence on educational policy: the standardization of curricular outcomes and accountability measures such as mandatory testing.

Adherence to curriculum standards and standardized testing places pressure on teachers. Although Canadian teachers do not face the prospect of losing their jobs based on students’ test scores (as their American colleagues do), the focus on test scores nevertheless undermines the professional integrity of the teaching profession and can perpetuate a system in which teachers are increasingly viewed as “specialized technicians” (Rigas and Kuchapski 2018), threatening their identities as professionals.

## Critical Pedagogy as Resistance to Neoliberalism

Teachers who are interested in pursuing critical pedagogies that promote social justice and increased equity and equality for students face many challenges within neoliberal education systems. Neoliberal principles and ideals are ubiquitous and hegemonic. Unless teachers are

explicitly taught to identify neoliberal patterns in education, policies most often go unchallenged—and are even viewed benevolently.

Meshulam and Apple (2014) call for a “counter-hegemonic” (p 650) critical multicultural approach to neoliberal education that “can illuminate how schools act as a site of constant struggle and compromise between different, at times contradictory, interests, agents, and ideologies” (p 651). They make clear that even schools and teachers who are committed to antiracist, critical pedagogies face challenges in balancing the onslaught of reforms and cutbacks with their commitment to social justice and equality.

Neoliberalism has made it difficult for teachers to prioritize the common good and the responsibility that we all have toward one another over the demands of the market. This is why the work of teachers is so important. As Giroux (2016, 359) so eloquently reminds us, public education “is one of the few public spheres left . . . in which formative cultures can be developed that nourish critical thinking, dissent, civic literacy and social movements capable of struggling against those antidemocratic forces that are ushering in dark, savage and dire times.”

## Notes

1. See, for example, <https://c21canada.org/robert-martellacci-presents-fellow-cofounder-c21-canada-david-roberts-shifting-minds-award-innovation-human-spirit-contribution-21st-century-learning-skills-unparalleled/> (accessed April 11, 2023).
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*Charlene Creamer Melanson recently completed a master of education degree from the University of New Brunswick. She is an English language arts teacher at Rothesay High School, in Rothesay, New Brunswick.*

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# Analysis and Critique of the Manitoba Social Studies Curriculum

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*Paula Bye*

In this article, I analyze and critique the *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes* (Manitoba Education and Youth 2003) and its accompanying key document *Grade 2 Social Studies: Communities in Canada: A Foundation for Implementation* (Manitoba Education, Citizenship and Youth 2005).

The framework of outcomes serves as an overview and outline of learning outcomes, and the foundation for implementation is a grade-specific document intended to expand on ideas and give teachers specific suggestions for instruction (including accessible resources and printable blackline masters).

Like the current Alberta social studies curriculum (Alberta Education 2005), the Manitoba curriculum has been in use in public schools for almost 20 years. Thus, this analysis may provide a useful heuristic for considering Alberta's draft social studies curriculum.<sup>1</sup>

## Analysis

Manitoba's framework for social studies was adapted from an interjurisdictional project initiated under the Western and Northern Canadian Protocol for Collaboration in Basic Education (Manitoba Education and Youth 2003, 1). According to an April 7, 2000, update from Manitoba Education, Training and Youth,<sup>2</sup> the last implemented curriculum before 2003 was from 1985, which was the main reason the 2003 curriculum needed to be newly created, alongside the influence of the United Nations Educational, Scientific and Cultural Organization

(UNESCO) on creating global guidelines to address internationally applicable skills. In light of the increased number of high school graduates seeking to enter postsecondary institutions in the early 2000s (compared with previous decades), my speculation is that the 2003 curriculum sought to include skills relevant to postsecondary education.

As detailed by Manitoba Education and Early Childhood Learning,<sup>3</sup> the process for curriculum development involves a diverse, nominated team that includes a departmental project specialist, qualified writers, and classroom teachers and scholars who work in the specified discipline. After feedback from a review panel, which consists of stakeholders and subject experts, the curriculum undergoes field testing by diverse, nominated pilot teachers to assess the curriculum document as it would play out in the classroom. The curriculum is then revised as necessary and authorized for provincial use. After implementation, the curriculum is open for continual updating to reflect changes in society.

The 2003 framework document acknowledges those who were involved in the creation of the curriculum, including the development team, stakeholders from education associations, professors (as academic advisors), the cultural advisory team, and Manitoba Education and Youth staff.

The document begins by stating that the curriculum framework "provides the basis for social studies learning, teaching, and assessment in Manitoba" (p 1) and "describes the structure, content, and learning outcomes for social studies" (p 1). This is followed by a brief background on



the framework and an outline of the document's contents.

The framework document uses the following terminology:

- *general learning outcomes*, which are comparable to what Gordon, Taylor and Oliva (2019, 161) call curricular goals;
- *clusters*, which are comparable to curricular objectives (p 162); and
- *specific learning outcomes*, which are comparable to instructional goals (p 179).

Next in the framework document is an overview of the vision and related curriculum goals, followed by guiding principles for social studies learning, teaching and assessment.

The framework document also includes diagrams to help the reader. Figure 1 is a conceptual map of the framework. The goal is that students will become responsible citizens through viewing topics through diverse perspectives in order to build on values, skills and knowledge. Figure 2 is a cluster format guide, which explains the layout of the pages that follow, ensuring clarity for readers about the learning goals.

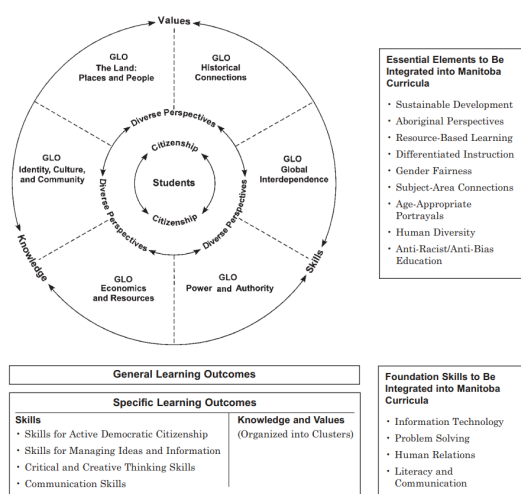


FIGURE 1. Conceptual map of the Manitoba social studies curriculum framework (Manitoba Education, Citizenship and Youth 2005, 34). Contains information from the Manitoba government, licensed under the OpenMB Information and Data Use Licence ([www.manitoba.ca/openmb/](http://www.manitoba.ca/openmb/)).

In the social studies curriculum, each grade is part of a larger cycle that intends to situate general learning outcomes throughout the grades at varying degrees, in a spiral

curriculum (Bruner 1960) that revisits specific skills in deeper complexity as the grades escalate.

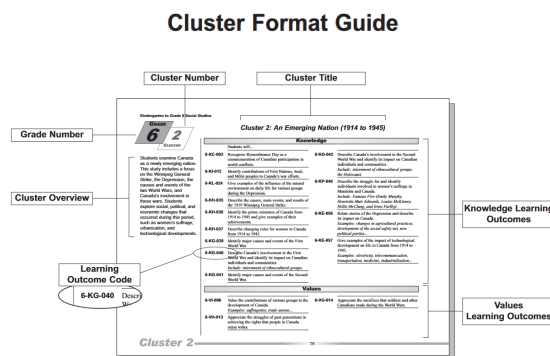


FIGURE 2. Cluster format guide for the Manitoba social studies curriculum framework (Manitoba Education and Youth 2003, 22). Contains information from the Manitoba government, licensed under the OpenMB Information and Data Use Licence ([www.manitoba.ca/openmb/](http://www.manitoba.ca/openmb/)).

Through kindergarten to Grade 8, the sequence of general themes moves in line with the developmental growth of the student, starting with self-identity and belonging and moving to community and awareness of others, local and world geography and diversity, and, finally, comprehensive exploration of national and ancient history (Manitoba Education and Youth 2003, 2).

The content focus is “citizenship as a core concept in social studies” (p 9), which encompasses four related topics:

- Active democratic citizenship in Canada
- Canadian citizenship for the future
- Citizenship in the global context
- Environmental citizenship

By the time students complete the K–8 social studies curriculum, they should be able to fulfill the knowledge, skills and values requirements in the six general learning outcomes:

- **Identity, Culture, and Community:** Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.
- **Historical Connections:** Students will explore how people, events, and ideas of the past shape the present and influence the future.
- **Global Interdependence:** Students will explore the global interdependence of people, communities, societies, nations, and environments.

- Power and Authority: Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- Economics and Resources: Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations. (p 18)

Drawing from the general learning outcomes, the specific learning outcomes are listed under three categories:

- Knowledge
- Skills
- Values

The knowledge learning outcomes outnumber the skills and values learning outcomes combined. For example, the Grade 2 framework lists 40 knowledge learning outcomes compared with 13 values and 18 skills. However, unlike the knowledge learning outcomes, skills and values are revisited throughout the grades. The specific learning outcomes distributed throughout the framework and foundation documents build toward meeting the goals of the general learning outcomes.

*Grade 2 Social Studies: Communities in Canada: A Foundation for Implementation* (Manitoba Education, Citizenship and Youth 2005) expands on the specific learning outcomes outlined in the framework and provides strategies for activating, acquiring and applying learning (the Triple A model), offering a selection of what Gordon, Taylor and Oliva (2019) call instructional objectives parallel to the specific learning outcomes.

These instructional approaches offer many hands-on activities that support multiple intelligences. Some suggest methods of cross-curricular integration. For example, one instructional strategy is “collaborative groups of students create a ‘Canadian Place Names’ alphabet book” (Manitoba Education, Citizenship and Youth 2005, 132). Other instructional strategies include creating maps, reports or art; playing games; engaging in scavenger hunts; and conducting interviews. For example, one strategy states, “On a community walk, students list various place names . . . Students suggest ideas for the origins of place names” (p 130).

Beside the strategies are icons that indicate that a strategy may involve assessment through student portfolios or that direct the reader to Appendix A in the document.

Appendix A consists of almost 50 pages of evaluation methods, each with a list of outcomes related to skills, followed by a philosophical description of the topic or method of assessment and suggestions for measurable evaluation, in line with assessment *of* and *for* learning (p 26).

The other appendixes include printable blackline masters, charts, vocabulary, accessible learning resources and

learning resources specific to Indigenous communities—all for Grade 2.

The curriculum’s democratic influence and instructional response to diverse learners suggest progressivism as a philosophical base for instruction—“appealing to students’ needs and interests, providing for individual differences, and emphasizing reflective thinking” (Gordon, Taylor and Oliva 2019). Fittingly, the framework document states that “learning is the active process of constructing meaning” (Manitoba Education and Youth 2003, 5), considering that “constructivism complements progressive philosophy” (Gordon, Taylor and Oliva 2019). The content itself has a historical emphasis on Canada and is infused with current democratic ideology; thus, the curriculum also seems essentialist in nature by “transmission of the cultural heritage” (Gordon, Taylor and Oliva 2019).

Together, the curriculum framework and the foundation for implementation aim to help teachers understand the intentions of the discipline of social studies, which values and skills are tied to specific knowledge outcomes, how the clusters or grades articulate across levels, and how to approach controversial issues, as well as supporting teachers in implementing the curriculum by offering an organized list of activities, printable worksheets and accessible resources. Both documents are a staple in social studies classrooms.

## Critique

The following critique of the curriculum framework and foundation for implementation documents will examine their layout and arrangement, consider their content deficits, and offer philosophical steering suggestions.

Throughout, this section will refer to Gordon, Taylor and Oliva’s (2019, 34) eight concepts of curriculum construction and organization:

- Articulation
- Continuity
- Sequencing
- Integration
- Relevance
- Transferability
- Scope
- Balance

The framework document contains charts for organization and overview, labelled guides for navigation, and a conceptual map to strengthen the meaning and relationships of framework components, which provides strong *articulation*, ensuring that “the next grade level begins where the previous one left off” (Gordon, Taylor and Oliva 2019, 42). These visuals, combined with the document’s

arrangement and ease of navigation, allow for an uncomplicated read-through and referencing experience.

Separating skills and values outcomes from knowledge outcomes reflects a method of *continuity*, which is “the repetition of content at successive levels, each time at an increased level of complexity” (Gordon, Taylor and Oliva 2019, 41), as explained by Bruner (1960). The curriculum appears to use increasingly comprehensive knowledge as a stationary target for which skills and values are revisited, employed and strengthened to achieve learning goals.

As mentioned in the analysis, the thematic cluster *sequencing* seems appropriate to the development of the student.

The documents offer philosophical perspectives on teaching social studies and provide a plethora of instructional strategies, which is crucial for new educators. For example, the framework rightly assumes that “a teacher’s personal beliefs and convictions influence the presentation of [social studies] content” and states that “complete neutrality is not always possible in the classroom; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion” (Manitoba Education and Youth 2003, 6). This fact remains unchanged despite constant shifts in society since the documents were produced.

The framework states that “social studies is conducive to a variety of teaching styles” (p 6), and the foundation for implementation offers teachers flexibility in deciding which instructional and assessment strategies would be effective with a specific class or group. It does not restrict a specific learning outcome to one strategy and one assessment method; instead, it suggests several strategies for the targeted outcome, categorized by the Triple A model (activate, acquire, apply). Each suggested assessment method directs teachers to a section in Appendix A, which provides a list of methods, resources and blackline masters.

In the analysis, I pointed out an example of an instructional strategy using a method of cross-curricular *integration* with literacy (creating an alphabet book). The foundation for implementation contains many other strategies in the form of artistic representation, scientific graphic organizers, initiating healthy relationships or numerical analysis of data.

Thus, the documents together provide sufficient information for effectively implementing the curriculum.

A flaw of the framework lies in its selection of knowledge content (which is indicated by the cluster titles). The curriculum has a severe deficit of information related to residential schools. The past couple of decades have seen a growing awareness about residential schools and related injustices perpetrated by the Canadian federal government.

While media coverage of these issues has rapidly gained momentum in the last decade, there was no indication that students had learned about them through Manitoba’s social studies curriculum.

Under the heading Rationale for Citizenship Education, the framework states that “throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship” (Manitoba Education and Youth 2003, 9). However, the curriculum itself excludes the topic of residential schools. For example, the foundation for implementation for Grade 6 (Manitoba Education, Citizenship and Youth 2006) mentions the topic of residential schools twice but only as an optional instructional strategy. Consequently, a student may go through this curriculum and have no knowledge of residential schools at the end.

Indeed, this was the experience of many until Canada’s formal apology in 2008 (Pauls, Hampshire and Allen 2014) and subsequent mandates to teach about residential schools in Grades 9 and 11 in Manitoba (Martin 2010). In 2021, Manitoba Education published a list of resources on the topic of residential schools, including books, videos and websites for early and middle years learners, as well as for educators. This information should be fused into the curriculum itself to ensure *relevance* to learners and society and to promote reconciliation.

Also, as the content emphasizes history, the curriculum seems to place lesser value on technology knowledge, skills and integration. Grade 6, Grade 5 and part of Grade 4 are spent on the history of Canada, requiring memorization of dates, locations and the names of colonists related to Canadian Confederation, as well as an overly detailed cluster dedicated to the economic influence of the fur trade, with few disruptions to settler identities, as discussed by Tupper (2011).

Furthermore, the curriculum lacks emphasis on environmental sustainability, an issue of significant relevance to students and society. Curiously, the framework’s rationale for citizenship as a core concept notes the importance of environmental responsibility (Manitoba Education and Youth 2003, 10), yet only a few specific learning outcomes relate to sustainability. A skill objective that appears in various grades mentions responsibility for the environment, yet the knowledge clusters instead target the influence of the environment on people. Knowledge about *how* to sustain the environment is lacking in the framework.

These flaws reveal the curriculum’s lack of *transferability*. The 21st-century learner needs a curriculum that provides

- knowledge about residential schools in order to understand the tragedy and take informed steps toward reconciliation,



- a stronger emphasis on technology and its use in primary qualitative data collection and analysis, and
- explicit cause-and-effect relationships in terms of environmental responsibility.

Concerns also exist regarding the curriculum's philosophical alignment, especially its *scope*. Social studies often focuses on knowledge acquisition, as its emphasis lies in the study of history. The foundation for implementation suggests strategies for cross-curricular integration; however, teachers who are not professionally trained to deliver instruction in this manner will not tend to select those strategies. Furthermore, as in Alberta, the time allotted to social studies in Manitoba elementary schools is less than the time allotted to math and literacy, which are emphasized in both provinces. Consequently, the curriculum's broad scope presents challenges for teachers who are unfamiliar with how to apply cross-curricular instruction in smaller time slots.

Knowledge equips learners to make informed decisions, but the rise of technology has changed the way Canadians store and retrieve information. Whereas rote learning and memorization used to characterize the study of history, we can now quickly and easily look up facts, dates and so on using technology. Thus, instead of rote learning, 21st-century learning should focus on three goals.

The first goal should be to develop in learners greater concern and a deeper sense of humane communication about injustices and tragedies throughout history and in the present.

The second goal should be to enhance students' critical awareness of the use of technology in order to prioritize ethical practices to develop an accurate understanding of the past. History should no longer be written by the winners but, rather, seen through the eyes of witnesses (for example, through accessible primary sources and archival records and through the collection and analysis of primary qualitative data). Through this awareness, students may come to realize the strategic ignorance underlying social studies education, in which settler identities are disrupted to a lesser degree, perpetuating white normativity (Tupper 2011). This goal is especially important in light of digital data, in which records are easier to input, organize, store, edit and delete.

The third goal should be to explicitly emphasize cause-and-effect relationships in terms of individual and societal action on the environment. This may include understanding what actions students can take themselves. Although the curriculum documents do offer moments for student reflection on environmental questions, more information now exists about how students can become partners in addressing environmental concerns. The tendency toward essentialist curricula in public schools supported by the government is

predictable; still, a move toward a more progressivist philosophy would add longevity to future curricula.

These suggestions can help realign the *balance* that is lacking in the curriculum—moving away from stagnant curricular objectives and toward ethical innovation in a diverse society; reaching across disciplines to accentuate the transferability of knowledge, skills and values between subjects and outside of school; and pushing for the needs of learners to prepare for the ever-changing world.

## Considerations for Alberta's Draft K–6 Social Studies Curriculum

The Manitoba social studies curriculum framework and foundation for implementation can offer a lens for Alberta teachers.

On one hand, the Manitoba social studies curriculum documents offer instructional strategies for cross-curricular fusion, critical-thinking opportunities, flexibility for a variety of teaching styles, and a spiral curriculum to consistently address skills and values alongside knowledge, which offers a degree of thematic teaching. These provide a fertile basis for healthy citizenship education.

On the other hand, Alberta teachers can be wary of the broad scope of the Manitoba social studies curriculum, which contains irrelevant rote-learning requirements, lacks emphasis on environmental sustainability and perpetuates the strategic ignorance of settler identities. Because of this ignorance, and the historical glossing over of residential schools, many in Manitoba (and, indeed, across the country) were emotionally unprepared for the discovery of unmarked graves on the grounds of former residential schools across Canada in 2021 and subsequently.

Social studies education has great potential to strive beyond colonist-centred ideologies, workforce preparation and economic gain to the detriment of the environment. Alberta's proposed curriculum seeks to produce "graduates who have been taught to maintain the status quo" (Peck 2022), and students in Alberta may very well be left behind if certain jobs become obsolete as a result of the innovative freedom of critical thinkers outside of the province. Maintaining the status quo will quickly be disregarded as a standard in the face of evolving global influence as technology ties people and events closer together. After all, our duty as educators should not be to maintain our status quo but, rather, to prepare our students for their future values.

## Notes

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2. "Educational Update 2000," Manitoba Education, Training and Youth, April 7, 2000, p 26, [www.edu.gov.mb.ca/k12/cur/edupdatedocs/edchnupdate2000.pdf](http://www.edu.gov.mb.ca/k12/cur/edupdatedocs/edchnupdate2000.pdf) (accessed April 4, 2023).
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*Paula Bye is a teacher in Sechelt, British Columbia, and was previously an elementary school teacher in Manitoba and a graduate student specializing in curriculum and instruction at the University of New Brunswick. She has taught in places in the north where recess was cancelled due to a wandering polar bear and in an eastern European village where school was closed for the grape harvest. She enjoys exploring forests and museums and playing board games with her family.*

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# A Case for Holocaust Education in Alberta Schools Through the Lens of Citizenship Education

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*Jennifer Magalnick*

The Holocaust is a difficult-to-comprehend moment in history that warrants both learning about and remembering. The inclusion of the Holocaust in K–12 education has been a topic of discussion worldwide for many years. Education departments struggle with where to place it in the curriculum, teachers struggle with how to teach it, and students struggle with how to comprehend it. Yet, “excluding the Holocaust from the history curricula distorts history, leaving a critical absence in studies of the twentieth century and a lack of awareness about the world in which we live” (Davis and Rubinstein-Avila 2013, 162).

This literature review looks at Holocaust education through the lens of citizenship education, with the goal of making recommendations for practice in Alberta schools.

## Background

Although Holocaust education has a long history worldwide, there is continual discussion in the field around content, purpose, methodology and rationale for inclusion in the curriculum (Chapman and Hale 2017; Cowan and Maitles 2016; Levy and Sheppard 2018; Lindquist 2011; Mihr 2015; Moisan, Hirsch and Audet 2015; Nesfield 2015; Pearce 2017; Starratt et al 2017; Wogenstein 2015).

Even with the strongest case for including Holocaust education in high school, there is limited bandwidth for it in an already crowded curriculum. In practice, Holocaust education is often positioned in the realm of citizenship education (Alberta Education 2005; Cowan and Maitles 2016; Eckmann 2010; Moisan, Hirsch and Audet 2015).

Alberta’s K–12 social studies curriculum is fundamentally based on citizenship education, as citizenship is one of the curriculum’s two core concepts.

This literature review aims to explore the connection between Holocaust education and citizenship education, as well as the current positioning of Holocaust education in the Alberta curriculum, endeavouring to understand the applicability of Holocaust education in Alberta schools in the context of a curriculum framed by citizenship education. This debate has been more active outside of Alberta, particularly in places where Holocaust education is mandated, such as in England and in 20 states in the United States (Cowan and Maitles 2016).<sup>1</sup> However, it is essential that students in Alberta learn about the Holocaust in the context of public education. For if they do not, we risk raising future generations of Canadians with a gaping hole in their understanding of modern history.

## Why Should Students Learn About the Holocaust?

Holocaust denial is alive and well (Greenblatt 2018), and the Holocaust has been wrongly used as an analogy for oppression of all kinds, including equating persecution of the Jews during the Holocaust with public health restrictions during a pandemic (Perry 2021). A recent survey revealed a lack of factual knowledge about the Holocaust among teens and found that many teens are getting information about the Holocaust from unreliable sources (such as social media and other entertainment venues) (Lerner 2021).



Antisemitism is at record-high levels even in Canada (Canadian Press 2022), and many antisemitic incidents involve Holocaust denial or distortion (Anti-Defamation League 2020).

This social context brings new urgency to the long-standing question of the positioning of Holocaust education in school curricula. Additionally, as time goes on, memories fade and eyewitnesses to the Holocaust become scarce.

Taken together, the importance of awareness of this watershed event in modern history and the current rise in Holocaust denial and antisemitism make the case for Holocaust education in Alberta schools.

## Research Questions

This literature review explores the following research questions:

- What does research say about Holocaust education as citizenship education?
- How does this research apply to the endeavour of Holocaust education in Alberta schools?

## Definitions

Important terms to define for this literature review are *citizenship education*, *the Holocaust* and *Holocaust education*.

This review looks at both global and local perspectives on citizenship education, as it applies research conducted in various countries to a local context. Therefore, definitions of *citizenship education* from both local and global sources were considered.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) Clearinghouse on Global Citizenship Education provides the following definition of *global citizenship education*:

Global Citizenship Education (GCED) aims to equip learners of all ages with those values, knowledge and skills that are based on and instil respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens.<sup>2</sup>

A more local perspective on citizenship education can be found in the definition provided by the Conventus Citizenship Education Foundation, a Saskatchewan-based foundation dedicated to human rights education:

Citizenship education empowers individuals to understand their rights and to be responsible, respectful, and participatory citizens committed to justice in a pluralistic Canadian democracy.<sup>3</sup>

Several definitions of *the Holocaust* are used in the field of Holocaust education, originating in the United Kingdom, Israel and the United States. While all three definitions are respected, this article will use the definition put forth by the United States Holocaust Memorial Museum, as it comes from the context most closely related to the Canadian context:

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. “Holocaust” is a word of Greek origin meaning “sacrifice by fire.” The Nazis, who came to power in Germany in January 1933, believed that Germans were “racially superior” and that the Jews, deemed “inferior,” were an alien threat to the so-called German racial community.

During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah’s Witnesses, and homosexuals. (Anti-Defamation League, USC Shoah Foundation and Yad Vashem 2014, 31)

*Holocaust education* is difficult to define succinctly. For the purpose of this literature review, the term is used to represent teaching and learning about the Holocaust.

## Methodology

This research takes the form of a traditional (or narrative) literature review, as it aims to explore existing knowledge in a particular content area in an attempt to understand the scholarly landscape of the topic and use that understanding to inform practice (Efron and Ravid 2018).

The relationship between Holocaust education and citizenship education is a key feature of the scholarly literature on Holocaust education. For the scope of this review, citizenship education is explored specifically in relation to Holocaust education, and scholarly literature on citizenship education alone has not been reviewed. Moreover, many facets of Holocaust education are not explored, as this review focuses on the connection between the two fields.

The articles included in this review come from both qualitative and theoretical perspectives. Primarily, literature related to the research questions offers a synthesis of thinking that builds on a relatively long history of scholarly research.

The ERIC (Education Resources Information Center) and the Education Research Complete databases, through the University of Calgary library, were searched using keywords in the following combinations:

Holocaust	AND	“social studies”
	OR	“social studies education”
	OR	“social studies curriculum”
	OR	“grade 11”
	OR	“high school”
	OR	“secondary education”
	AND	“citizenship education”
	OR	“human rights”
	OR	“moral education”
	OR	“ethics education”

The search was limited to studies published in English and published after the year 2000.

Inclusion and exclusion criteria for the review were determined using Efron and Ravid’s (2018) considerations:

- Topicality
- Relevance
- Currency
- Authority
- Availability

A surprising consideration was geography (in relation to the consideration of relevance). Since Holocaust education focuses on a specific historical event in a particular place (although widespread) and a particular time, nations have varying connections to this history. Although national history is not the focus of this research, it does influence how history is presented to students and, thus, was an important consideration. Therefore, this review is limited to research coming out of Western European Allied countries and North America. The United Kingdom is included because of the depth and breadth of scholarship there, and North America because of the applicability to Canadian classrooms. Although the American and Canadian education systems differ, there is minimal Canadian scholarship on this topic; the literature coming out of the United States is much more prolific and relatively applicable to the Canadian context.

In considering currency, the most recent literature was used. However, literature with the lens of citizenship education was most frequently published between 2010 and 2017, with a few key sources from as early as 2000. For example, the International Holocaust Remembrance Alliance’s Declaration of the Stockholm International

Forum on the Holocaust (or Stockholm Declaration) in 2000 was a watershed moment for Holocaust education worldwide.<sup>4</sup> Thus, this literature review goes back to the year 2000, with a focus forward to 2022.

The considerations of authority and availability were addressed by type of source and author. Only peer-reviewed journal articles were included, and those made up the bulk of the material reviewed, which provided confidence in the academic quality of the research. *Authority*, as defined by Efron and Ravid (2018, 80), means that the study was “written by . . . a seminal theoretician or researcher in [the] field,” which was evident in the breadth and depth of scholarship and the repeated citation of certain scholars by others. A small number of book chapters were also included, with an eye toward topicality, relevance and authority.

In addition to keyword searching, reference tracing was used (Efron and Ravid 2018). The review yielded repeated citations of certain sources; thus, it seemed important to explore those sources directly. At times, researchers seemed to be in dialogue with each other on specific points, and reading each scholar’s text directly helped to elucidate the perspectives involved.

Finally, some curriculum documents were reviewed to shed light on the practical side of the research. To evaluate how the scholarly research might be applied in Alberta schools, it seemed important to look at the resources that schools use to guide them in this content area.

## Findings

From the research, three common themes were distilled through which to explore the connection between citizenship education and Holocaust education.

Cowan and Maitles’s (2016) model describes three components of citizenship education common in democracies:

- Political literacy
- The development of positive values
- Community involvement

These themes are echoed in the practical definitions of *citizenship education*, such as those put forward by UNESCO and Conventus, as

- knowledge (political literacy),
- values (the development of positive values) and
- activism or empowerment (community involvement).

Further, both UNESCO and Conventus identify Holocaust education as essential in the endeavour of citizenship education. UNESCO names “education about the Holocaust and genocide” as one of the themes of global

citizenship education.<sup>5</sup> Claypool et al (2016), in a report published by Concentus, put forth the Holocaust as the first of six topics to launch courageous conversations for developing understanding of the meaning of citizenship.

Applying the themes of knowledge, values and activism, a concept map (Figure 1) was developed that overlays the endeavours of citizenship education and Holocaust education, showing the relationships and connections between them. From an exploration of the scholarship, components of Holocaust education were identified that fit into each theme, including benefits, cautions and important considerations. Ultimately, these findings led to recommendations for teachers to consider when teaching about the Holocaust within the framework of citizenship education.

## Knowledge

A consistent tension runs through the literature on Holocaust education between learning *about* and learning *from* the Holocaust (Cowan and Maitles 2016; Eckmann 2010; Lindquist 2011; Rich 2020; Totten and Feinberg 2016). Learning about the Holocaust, a complex historical event, carries a body of factual knowledge (Short and Reed 2004). As an unprecedented genocide, the Holocaust also holds moral and ethical lessons (Bowen and Kisida 2020; Cowan and Maitles 2007, 2016; Hale 2020; Mihr 2015; Moisan, Hirsch and Audet 2015; Salmons 2003).

While there is debate as to what content should be emphasized in teaching about the Holocaust, researchers

agree that factual knowledge and moral lessons are inextricably linked. In other words, to take lessons from the Holocaust that meet the aims of citizenship education, students must also learn an accurate history of the Holocaust (Eckmann 2010; Hale 2020; Jedwab 2010; Mihr 2015; Rich 2020; Stevick 2018).

Cautions to consider in teaching about the Holocaust revolve around the scope and content of information shared with students. No matter the gravity of the material, it must compete in a crowded curricular landscape. Therefore, decisions must be made as to which topics to focus on.

Scholars of Holocaust education recommend including the perspectives of multiple identities involved in the Holocaust and caution against casting too narrow a scope. For example, instead of focusing solely on the construct of victims (primarily Jews) and perpetrators (Nazis), it is important to also include other identities (Eckmann 2010; Short and Reed 2004; Totten and Feinberg 2016). If teachers present Jews only as victims of Nazi persecution, without including information about their lives before and after the Holocaust, stereotypes of Jews as victims can be reinforced. It is important to present Jews as full, contributing members of society, as real people with lives and livelihoods, as survivors and resisters who suffered inhumane persecution and great loss but also showed incredible resilience as individuals and as a community. The identities and actions of those who were not Nazi soldiers or informers were also complex, as seen in the differences between

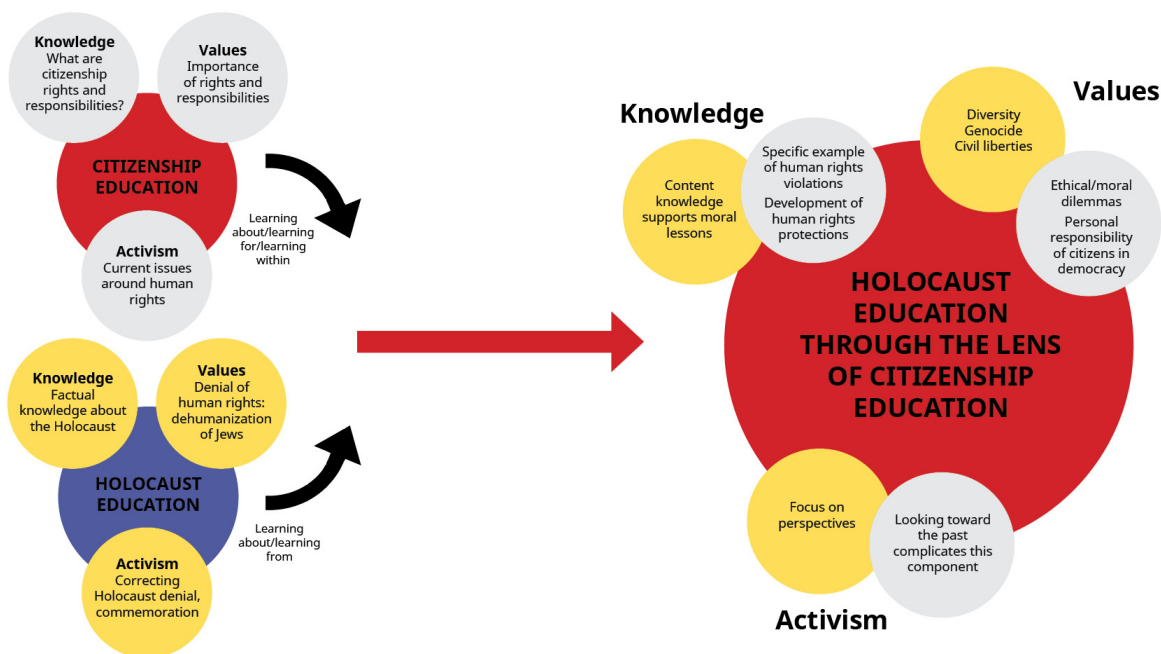


FIGURE 1. Concept map of the relationship between citizenship education and Holocaust education.



bystanders and rescuers. Additionally, the historical context of antisemitism and the Nazi campaigns to spread antisemitism among the population are key elements that must be addressed (Short and Reed 2004; Totten and Feinberg 2016).

Scholars have also explored the question of how learning about the Holocaust affects knowledge in the realm of citizenship—especially in the key area of human rights. Holocaust education can increase students' knowledge about human rights (Cowan and Maitles 2007; Eckmann 2010; Mihr 2015), specifically in relation to learning about the development of the Universal Declaration of Human Rights (UDHR)<sup>6</sup> and the Convention on the Prevention and Punishment of the Crime of Genocide (or Genocide Convention),<sup>7</sup> as well as the importance of citizenship for the protection of human rights (such as the right to own property and the right to freedom of movement) (Eckmann 2010). Learnings also include “the concepts of stereotyping and scapegoating and general political literacy, such as the exercise of power in local, national and global contexts” (Cowan and Maitles 2007, 119).

## Values

Holocaust education has the potential to support student learning in the values component of citizenship education. As a case study, “the Holocaust provides unique opportunities to study complex moral and ethical problems that play a fundamental role in understanding the world in which we live” (Lindquist 2011, 26).

The literature identifies specific citizenship values that can be influenced by Holocaust education, such as tolerance for diversity, concerns about genocide and support for civil liberties (Bowen and Kisida 2020; Cowan and Maitles 2007; Jedwab 2010; Salmons 2003).

Additionally, students can grapple with their understanding of personal responsibility in the context of democratic citizenship as they learn about the factors involved in the Holocaust (Salmons 2003; Totten and Feinberg 2016).

Moisan, Hirsch and Audet (2015) and van Driel (2003) emphasize the common assumption among teachers that simply learning about the Holocaust will increase students' tolerance and teach them to value human rights—that, somehow, the sheer horror of the facts will produce translatable understandings that will affect students' values in a positive way.

As mentioned earlier, however, focusing on the moral lessons without providing enough historical background is also problematic (Eckmann 2010). Without robust historical context, the lessons may be oversimplified and may have unintended consequences, such as seeming to blame the victims (Eckmann 2010; Salmons 2003; Short and

Reed 2004). Presenting the humanity (both good and bad) of the victims and the perpetrators, of those who stood by, and of those who rescued can protect against this vulnerability (Salmons 2003).

## Activism

The third component of citizenship education is community involvement (Cowan and Maitles 2016), or participation or empowerment (as put forward by UNESCO and Centensus). This is where students apply the knowledge they have acquired and the values they have developed in order to take action.

Activism is a distinct feature of human rights education, and some scholars maintain that, because of this, Holocaust education does not fit neatly within the framework of human rights education. Specifically, the key feature of looking toward the past rather than the future separates Holocaust education from human rights education (Eckmann 2010; Mihr 2015).

Again, the tension between learning *about* and learning *from* the Holocaust arises. The action component of citizenship education relies on learning *from*—taking the lessons of history and applying them to the future.

Eckmann (2010) identifies three components of human rights education:

- Learning *about* human rights
- Learning *for* human rights
- Learning *within a framework of* human rights

This idea fits with the learning *from* goal of Holocaust education. Eckmann maintains that Holocaust education can involve learning *for* human rights if teachers focus on the perspectives of the groups or identities involved in the Holocaust—“perpetrators, victims, bystanders, and rescuers and resisters” (p 13)—and the dilemmas they faced in the political sphere at the time.

Researchers have found evidence that Holocaust education has a positive impact on students' active citizenship and increases the likelihood they will support human rights causes (Bowen and Kisida 2020; Cowan and Maitles 2007; Jedwab 2010). However, measuring the impact of Holocaust education on students is very difficult. As Hale (2020) asserts, the research has been mainly based on intuition, which is not hard evidence.

## Implications

The purpose of this research is to inform recommendations for high school teachers in Alberta. Thus, it is important to connect these findings to the Alberta curriculum and to understand the current placement of Holocaust education in the Alberta context.

The Holocaust is included in the Alberta curriculum primarily through social studies—specifically, the Social Studies 20 (Grade 11) curriculum (Alberta Education 2005). The core concepts of Alberta’s K–12 social studies curriculum are citizenship and identity in the Canadian context. Specific goals related to citizenship education include “demonstrate a critical understanding of individual and collective rights” and “respect the dignity and support the equality of all human beings” (p 3). For Grade 11, the Holocaust is mentioned specifically in connection with the key issue “To what extent should we embrace nationalism?” (p 13). Under Knowledge and Understanding, the program of studies states that “students will . . . examine ultranationalism as a cause of genocide (the Holocaust, the 1932–1933 famine in Ukraine, contemporary examples)” (p 34).

While this positioning of the Holocaust in the curriculum is problematic for many reasons beyond the scope of this research, it also represents a missed opportunity for offering Holocaust education in the service of citizenship education, which is a pillar of the curriculum. Currently, teaching the Holocaust is a take-it-or-leave-it proposition for teachers in Alberta, as it is positioned merely as a suggestion in connection to a specific concept (genocide). With the focus on citizenship education in the social studies curriculum, there is wide applicability for Holocaust education.

Holocaust education can be approached and delivered in many ways, with a variety of goals and purposes. Citizenship education is only one pathway or framework (albeit a common one). Most often, citizenship education is used to justify including Holocaust education in high school curricula, and the official guidance ends there (Lindquist 2008; Nesfield 2015; Pearce 2017; Totten and Feinberg 2016).

Resources abound for delivering Holocaust education, but there is a gap between the time allotted for Holocaust education and the time needed for doing it well. If Alberta teachers are going to teach Holocaust education within the framework of citizenship education, the program of studies must include the topic as more than an option.

## Recommendations

This research yielded several recommendations that should be considered for the implementation of Holocaust education in Alberta schools.

### Recommendation 1

*It is essential to develop and address specific goals for Holocaust education in the Alberta curriculum.*

Simply mentioning that Holocaust education can be a tool for learning about nationalism, ultranationalism or human rights is not enough. There must be guidance as to how to meet these specific goals or other goals that are identified (Hale 2020; Moisan, Hirsch and Audet 2015), beginning with a rationale for including study of the Holocaust in the curriculum (Feinberg and Totten 2016).

Feinberg and Totten (2016, 9) offer potential rationales:

- To think about the use and abuse of power, and the implications for a society that violates civil and human rights.
- To consider the nature, structure, and purpose of governments.
- To study ethical issues involving the rights of governments and the rights of individuals.

### Recommendation 2

*When teaching for values, it is essential to connect accurate historical knowledge to values through explicit lessons.*

Too often, teachers assume that sheer exposure to the horrors of the Holocaust will bring students to desired moral understandings (Gatens and Johnson 2011; Hale 2020; Levy and Sheppard 2018; Moisan, Hirsch and Audet 2015). With the aim of teaching for the values that support human rights, for example, a focus on action is necessary: What can students do to support human rights now? Providing an action framework, with projects for students that address current human rights issues, is essential (Eckmann 2010; Mihr 2015).

### Recommendation 3

*Teaching about the Holocaust should be delivered in a learner-centred model.*

The topic of the Holocaust not only is difficult on a human level but also involves a complex interrelationship of identities for the learner. It is important to consider learners’ specific contexts, including their personal, political and religious identities (Mihr 2015; Short and Reed 2004).

In Alberta, Holocaust content could include Canada’s involvement in the Holocaust. Additionally, Alberta’s classrooms are full of students with multicultural, multinational identities, and their family and religious histories could be linked to this historical content as well.

Teachers should review what they know about the religious, ethnic and national identities of the students in their classrooms and be sensitive to the connections they may have to the material.

## Conclusion

Clearly, Holocaust education is a complex content area that requires a great deal of knowledge, planning and care. Although the subject matter can be fraught with difficulties, it is also rich with possibilities for learning lessons in history, morality and empowerment.

Citizenship education offers a lens for looking at the positioning of Holocaust education in high school curricula. To effectively use the study of the Holocaust to teach about citizenship education, teachers must consider the material deeply and pay attention to knowledge, values and activism. Then, they must explicitly connect the two areas of study.

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- Jennifer Magalnick recently completed a master of education degree from the Werklund School of Education, University of Calgary. She is the associate director of Holocaust Education and Community Engagement for the Jewish Federation of Edmonton.*



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# Correlating Career Education with a Globalizing World: Teaching Advanced Career-Planning Skills in Grade 10 Social Studies

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*Andrew Gilbert, Kerry B Bernes, Jonathan L Roque, Annelise M Lyseng and Karissa L Horne*

The central premise of traditional education systems is to prepare students for the future (Jones 1994), but how prepared are teachers to help their students achieve this goal?

Teachers should provide their students with the necessary foundations of understanding, critical thinking and skill development needed for the future, but research has shown that students' understanding of the career-development process is insufficient (Borgen and Hiebert 2006; Magnusson and Bernes 2002). By the time students have finished junior high school, they are mere years away from making difficult choices about their future career paths. Teachers arguably have an obligation to provide learning opportunities for students that will help them develop the knowledge and skills necessary to be successful when choosing a career (Gitterman, Levi and Ziegler 1993).

As Magnusson and Bernes (2002) suggest, young people are actively thinking about their future and the types of jobs they hope to obtain upon graduation; however, they graduate from high school without skills that can assist them in picking career paths that will lead to happier, more fulfilling lives. Rural adolescents are in a unique position to benefit from career education (Lapan et al 2003).

Social studies can play a role in career education. According to Erikson (2014), lesson planning in social studies, whether a single-day lesson or a two-week unit, should be part of a much greater vision. Teachers should

not just focus on meeting social studies curriculum objectives but should also encourage learners to participate in and interact with social studies as a whole.

This means that teachers should demonstrate what Erikson calls "joyful learning." Joyful learning encourages students to acquire knowledge and skills that will result in greater pleasure and happiness.

Additionally, as Erikson notes, teachers can help students further their conceptual growth by reflecting on questions related to social studies, such as, Why do people do what they do? and, Who makes the decisions? Encouraging students to engage in the social studies curriculum in a more personal and meaningful way will help them develop deeper connections and life skills.

A study of students enrolled in university-level social studies courses found that they demonstrated high levels of career maturity with regard to self-knowledge, career decision making and career implementation (Jawarneh 2016). Therefore, they were more prepared to make educated and age-appropriate choices and were more aware of what was required in order to make career-related choices.

Thus, it can be assumed that high school social studies students would also develop greater self-knowledge that would help them identify their talents, skills and interests in relation to future opportunities and careers. Furthermore, Fearon et al (2018) reported that making students more aware of their personal values can prevent them from

becoming lost and confused in career planning and decision making. Thus, providing students with the ability to develop deeper connections to the social studies curriculum in relation to personal meaning may help them achieve more fulfilling and meaningful lives.

Through courses that address career planning, teachers can aid students in exploring and identifying their interests, values, beliefs and skills for the purpose of helping them make more-informed choices. This article describes how a group of teachers sought to correlate career-planning skills with the Alberta high school social studies curriculum. The authors recognized that Grade 10 students enrolled in Social Studies 10-1 participate in diverse learning activities focused on improving self-awareness, identifying strengths, recognizing personal limitations and exploring meaningful career options associated with (but not limited to) the topic of globalization. This article describes the context of the learning environment, cross-curricular correlation objectives and the learning activities correlated with the unit on career planning. In addition, it includes data on the effectiveness of the unit, curricular outcomes and results, and future directions.

## Background

To situate this research, here is an overview of how career planning became integrated into the Alberta curriculum.

To begin, Magnusson and Bernes (2002) developed a comprehensive career needs survey (CCNS) to gain a better understanding of students' career needs. The CCNS was a collaborative initiative between the Southern Alberta Centre of Excellence for Career Development, Faculty of Education, University of Lethbridge; the Chinook Regional Career Transitions for Youth Project; and the South-Western Rural Youth Career Development Project.

The CCNS aimed to capture students' perceptions of their career-development and career-planning needs, as well as perceived gaps in existing services (Magnusson and Bernes 2002; Witko et al 2006). The survey included both quantitative and qualitative responses and was distributed to students in 54 junior high and senior high schools in southern Alberta (Witko et al 2006).

The results indicated that pressing needs for students included

- finding their interests and abilities,
- discovering their passions,
- gaining support for their career plans and postsecondary education, and
- gaining financial information (Magnusson and Bernes 2002).

Additionally, the results implied that beginning education in career planning earlier (in junior high or even before) could be more effective in helping students through the process of career decision making (Witko et al 2006). Given these results, it was evident that career planning was an important component lacking in students' educational experiences in southern Alberta.

Based on the results of the CCNS, a career education pilot project—Career Coaching Across the Curriculum—was created and implemented (Slomp, Gunn and Bernes 2014). Alberta Education and the Canadian Career Development Foundation (CCDF) supported the project by providing funding to train 50 preservice teachers in career education, which allowed them to go into schools in Alberta and implement career education across the K–12 curriculum.

As Slomp, Gunn and Bernes (2014) outline, the pilot project consisted of two components: a career education course and an internship experience. The career education course was delivered to preservice teachers over four weekends. The first three weekends provided them with the knowledge and skills necessary for integrating career interventions into the regular curriculum. On the fourth weekend, the preservice teachers shared with their classmates lesson plans, unit plans and schoolwide interventions they had developed. After completing the course, the preservice teachers participated in a 12-week internship in which they transferred their newly acquired knowledge and skills into elementary, middle and high schools in southern Alberta.

The larger data set from this pilot project has already been published (Slomp, Gunn and Bernes 2014). This article aims to detail a specific classroom implementation from the larger study.

## Acknowledging the Shift of Focus in Education

Recent literature suggests that education is shifting from what students should *learn* to what they should *become*—a shift that many scholars do not favour. Biesta and Priestley (2013) claim that this new trend places too much emphasis on competencies and capacities, which poses several risks to students and their education.

First, it results in a disjointed curriculum that places too much focus on “the production of long and detailed lists of all the things that individuals apparently need to obtain and master in order to perform a particular task well or to be competent at their job or profession” (Biesta and Priestley 2013, 42).

Second, there is the question of whether such capacities or competencies are sufficient. For instance, while some competencies are necessary in order to effectively perform a task, something more may be required, such as the ability to judge which capacities should be used in specific situations.

Third, “a focus on the competencies and capacities that students need to acquire and master may reintroduce behaviourist ways of thinking and doing” (Biesta and Priestley 2013, 44). In other words, too much emphasis is placed on performance and behaviour, and very little focus is placed on “thinking, understandings, reflection and judgement” (p 44). Although competency-focused learning may help students function well in certain situations, it will not adequately prepare them for using such skills and competencies when faced with different situations.

In short, the focus is now on preparing students for careers instead of providing them with the necessary skills for thinking, understanding, reflecting and judging.

Given that this article draws connections between career education and social studies, it might seem that we too are shifting toward this focus on competencies and capacities; however, that is not the case. Rather, our focus here is to explore how social studies can be made more meaningful, relevant and applicable to students’ learning, their lives and their future, in a way that complements career education.

Thus, we approached this study from the perspective of encouraging deeper reflection on personal meaning with respect to life enhancement. This means that although students partook in career planning, the focus was not on obtaining a checklist of skills required for a specific occupation or deciding on a particular career. Instead, students were encouraged to reflect on how the skills and knowledge they were gaining in social studies could provide them with greater meaning that would enhance their life across all domains (relationships, health, activities, work, education and so on).

In this unit on career planning, students engaged in extensive reflection on and evaluation of their interests, strengths, weaknesses and goals to help them further explore their growth and development. As Biesta and Priestley (2013) assert, students require more thinking, understanding, reflecting and judging. As reported later in this article, students were able to reflect on the knowledge and skills they had gained in order to learn more about themselves, the curriculum and future opportunities. Additionally, the assessment focused not on how well students completed the unit (performance) but, rather, on what they had learned and how their knowledge of social studies and career planning had been heightened.

## Context of the Teaching Environment

This unit was conducted in a Social Studies 10-1 classroom of 26 students in a relatively small public high school in southern Alberta, Canada.

The high school comprised approximately 240 students in Grades 10–12. It was located in a rural community with a population of approximately 4,000. Most people in the community were members of The Church of Jesus Christ of Latter-day Saints.

The students in the targeted classroom were 15 or 16 years old, 12 students were female and 14 were male, and 25 students were of Caucasian descent and one was of Indigenous descent. They were all from middle-class families and were consistently active in the school and local community. Generally, the students had established strong relationships with their peers, which could be attributed to growing up together in a small rural community and to being involved in the church.

## Cross-Curricular Integration

The unit on career planning was cross-curricular in design, correlating lesson content and outcomes from Social Studies 10-1 (Alberta Education 2005) with the career and life management (CALM) curriculum (Alberta Learning 2002). According to Case (1991, 220), *correlation* refers to “drawing connections and noting parallels between elements that remain separately taught.”

Much of the material covered encompassed various aspects of the topics of globalization and living in a global community.

## Correlating the Social Studies Curriculum

Social Studies 10-1 revolves around the topic of globalization—more specifically, capital markets and their far-reaching international influence, which has resulted in the world’s citizens becoming increasingly connected and interdependent.

To achieve an effective content correlation, social studies topics focusing on globalization were correlated with the unit on career planning to allow students to explore careers on an international scale and also to address social studies learning objectives.

The unit targeted the following social studies specific outcomes (Alberta Education 2005, 23):

- “Recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization” (3.1)

- “Analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies)” (3.5)

## Correlating CALM Outcomes

Incorporating CALM outcomes was a critical component of this unit, as students were expected to evaluate their own interests, strengths, weaknesses and goals in order to develop a personal profile that documented their growth and development of skills.

The unit targeted the following CALM learning outcomes (Alberta Learning 2002, 11):

- C1. examine the components of effective career development as a lifelong process . . .
  - relate present daily living skills and experiences to career aspirations
  - explain the importance of ongoing self-assessment and self-appraisal . . .
- C3. examine the relationship among career planning, career decisions and lifestyles
  - explain how decision making, goal setting and planning are ongoing, integrated actions
  - demonstrate the use of a decision-making process as part of the career planning process
  - describe various factors that can affect opportunities for education and careers

## Learning Outcomes of the Unit

The following learning outcomes were proposed for this unit:

Students will:

- Identify their personal qualities, skills and interests
- Identify career choices that are amenable to their personal qualities, skills and interests
- Identify how their potential career is connected to the global community

## Detailed Description of the Unit

The unit on career planning focused on students developing and enhancing their self-awareness and translating that awareness into a foreseeable career- and life-planning path. The emphasis was on identifying personal interests, values and skills, as well as potential career opportunities

and goals. Furthermore, the unit was designed to engage students in careers situated in the realm of a globalized world.

Student portfolios were used to track students’ progress and formally assess outcomes.

The unit consisted of six lessons, which were completed over three weeks. Each lesson was allotted one hour and six minutes, with the exception of the sixth lesson, which was allotted an hour and half.

## Lesson 1: What Do You Desire?

This lesson served as an introduction to the unit and allowed students to begin the process of self-exploration and goal setting.

### *Self-Exploration*

To begin, students watched a brief video on YouTube that incorporated an Alan Watts lecture asking, “What do you desire?” and “What would you like to do if money were no object?”<sup>1</sup> Students responded to this question in writing and then shared their response with a partner. The teacher then led a class discussion, asking, “What factors influenced your response to Alan Watts’s question?”

The goal of this activity was not only to get students to think critically about their interests but also to prompt them to reflect on their personal values.

Following the writing activity, students received a workbook to serve as a portfolio for storing their assignments for the unit. The workbook allowed them to record information about themselves from each activity and document their personal growth throughout the unit. It was also a tool for the teacher to formatively assess students’ work. The teacher collected the workbooks at the end of each lesson.

### *Goal Setting*

The second activity of this lesson focused on the process of developing goals.

In small groups, students brainstormed the qualities of a good goal. Each group then created a poster that included those qualities and shared it with the class. The class then evaluated all of the qualities and determined which three were the most important in establishing a good goal.

Students then formulated goals for Social Studies 10-1 and for something they wished to achieve outside of school by using the criteria established by the group. Students wrote those goals in their workbook.

The purpose of this activity was for students to develop basic skills in goal setting, which would help them choose a meaningful and practically attainable goal for their career path.



## Lesson 2: Further Self-Exploration

In this lesson, students engaged in further self-exploration and reflected on their personal skills and values.

### *Reflecting on Skills and Values*

For the first activity, students listed activities they enjoyed and then identified two or three skills they possessed that pertained to each activity. They selected the three activities that were the most meaningful to them, listed them on a worksheet (Appendix A) and responded to the questions on the worksheet.

The intent of this activity was for students to identify skills they possessed that allowed them to participate in meaningful activities and to think critically about why they found those activities meaningful.

### *The 99-Year-Old Question*

Students then participated in an activity that had them dream of things they wished to accomplish by the time they reached 99 years of age.

The teacher posed the question, “If you saw me 99 years down the road, what things in your life would you like to have accomplished by that time?” Students were then given five minutes to write down as many things as they could think of.

Students then chose five things from their list to share with a partner. While sharing, they explained why each accomplishment was important to them.

This activity was designed to engage students in the dreaming process. It allowed them to engage in further self-exploration and to think critically about why some interests or values were more important to them than others.

## Lesson 3: Personal Experiences

By this point in the unit, students were starting to make connections between their interests. For this lesson, they reflected on their past experiences and extrapolated meaning from them to develop future goals.

### *Pride Story*

Students were asked to think of a time when they experienced a moment of pride.

In pairs, they shared their pride stories with each other. The listener identified and wrote down the positive qualities the storyteller had demonstrated throughout their pride experience. The students then switched roles and repeated the process. They then provided feedback to each other.

Students then presented their pride stories to the class. As a class, they brainstormed words or phrases that represented the qualities each student had displayed. Each

student then chose the five words or phrases they felt were the most pertinent to their story.

### *Exploring Past Experiences*

Students completed a worksheet on exploring past experiences (Appendix B). This worksheet was correlated with the unit, so students were able to critically analyze their experiences in order to fully develop a sense of self-awareness.

Students selected and expounded on four personal experiences they had either enjoyed or found challenging. This activity was intended to enhance their awareness of their personal strengths and areas for improvement.

Students then completed a brief personal reflection on this learning experience, considering the following:

- What personal strengths did you identify?
- Name two significant personal experiences where your personal strengths were required.
- What skills do you need to work on? How will you work on them?

The purpose of this lesson was to have students reflect on their past experiences and start to identify the knowledge, skills and meaning they gained from those experiences. Furthermore, it served as a transition lesson in which they could make a connection between their self-knowledge (lessons 1 and 2) and future career opportunities (lesson 4).

## Lesson 4: A Global Workforce

This lesson was devoted to analyzing potential jobs that could be done on an international scale.

### *Technology, Innovation, Transportation and Globalization*

To begin the lesson, students were shown commercials for transnational corporations (such as Coca-Cola or Nike). From previous units, they had a solid grasp of the concept of transnational corporation. After watching the commercials, they discussed the types of jobs that might exist in transnational corporations and how those jobs extended throughout the world. Moreover, they looked at ways in which technology and transportation contributed to the rapid spread of globalization.

Students then chose five careers in a transnational corporation and filled out a worksheet (Appendix C) that helped them identify how technology, innovation or transportation made each career possible on a global scale.

The purpose of this activity was to introduce students to a variety of careers that extended well beyond the borders of their local community and even the country.

### ***Generating Questions About Careers***

This activity required students to generate questions about careers associated with transnational corporations. The purpose was to encourage them to begin exploring future career prospects and understand how globalization created certain careers.

Individually, students generated a number of questions and explored career opportunities based on their own interests, skills and knowledge. They wrote down five questions about careers made possible by globalization. These questions could be about anything, as long as they were within the scope of globalization. For example, a student could ask the following questions:

- How much money can I make in this career?
- Has this career contributed to the growth of globalization?
- What education is required to obtain this career?
- Does this career fit with my interests?
- Does this career provide me with the chance to work in different countries?
- What types of things will I be doing in this career?

Then, students conducted Internet research on specific careers to answer their questions. They were given a list of websites (Appendix D) to help them start their research. They then documented their findings on a worksheet (Appendix E) and added the worksheet to their workbook.

### **Lesson 5: Transnational Case Study**

In this lesson, students further analyzed a specific transnational corporation and the wide range of careers offered by that company.

#### ***Identifying Careers***

In small groups, students investigated one of the following transnational corporations:

- Nike
- Coca-Cola
- Walmart
- ExxonMobil
- McDonald's
- Toyota

They conducted Internet research to identify the types of careers available at their assigned company and then created a mini-presentation. In the presentation, they answered questions about the company (Appendix F).

The purpose of this activity was to allow students to explore how specific transnational corporations have been responsible for generating careers out of a demand for specialized skills.

### ***Choose Possible Careers***

In this activity, students chose careers they had become interested in while researching their assigned transnational corporation.

In their workbook, students identified three careers and provided a rationale for their interest in each career. They explained how the career could be personally meaningful, suited to their skills and in line with their interests.

The purpose of this activity was for students to begin making connections between their personal interests, values and skills and their career choices.

### **Lesson 6: Go to Work for a Day**

The final activity allowed students to simulate a day in the life of their selected career in a transnational company.

Each student took on the role of an employee in a newly established transnational company. Their career choices varied and were highly diverse.

They were given a scenario to guide them through the activity (Appendix G). They demonstrated the duties of their jobs throughout the class until presenting the final product to the teacher.

This activity was meant to expose students to duties their potential career choices might involve. Furthermore, it required them to exhibit the skills and knowledge they had identified over the previous five lessons. They used the skills they had discovered and developed throughout the unit to help them select a career that genuinely interested them and navigate that career in a hypothetical setting.

## **Methods**

First, it is important to note that before we collected any data, the study had undergone proper institutional ethics approval.

To evaluate the effectiveness of the unit, we used a mixed methods approach, including both quantitative and qualitative measures. Quantitative data included the completion rate of the activities, as well as students' perceptions of the helpfulness of the activities, the number of objectives fulfilled and the unit's outcomes. Qualitative data was collected through open-ended questions that encouraged students to reflect on what they liked and did not like about the unit and how the unit could be improved.

### **Formative and Summative Assessment**

For most of the unit, students engaged in activities that were formatively assessed. They maintained a workbook,

to which they continually added their assignments and reflections. Moreover, they were asked to engage in multiple self-reflections as exit slips. The reflections were stored in the workbook with the rest of the unit's assignments. The purpose of the workbook was to document students' growth over the course of the unit. Students were asked to regularly hand in their workbooks so that the teacher could ensure that they were completing the activities.

For the summative assessment, students were given participation marks based on whether they had completed the activities. This was assessed when students handed in their workbooks. Furthermore, part of the summative mark was based on the final project.

## Student Evaluation

Finally, students filled out an evaluation form that was used to determine, from their perspective, how effective the unit was in correlating career coaching with the social studies and CALM curricula.

The mixed method design divided the evaluation form into three parts.

The first part asked students to indicate the activity they were required to accomplish and check off a box to show the teacher that they had completed the activity.

The second part asked students to rate the helpfulness of each activity using a Likert scale method. Students circled a happy face (*great*), a neutral face (*good*) or a sad face (*not good at all*). Helpfulness was defined by each activity's effectiveness in

- increasing students' self-awareness,
- enhancing students' awareness about their career path and
- helping students comprehend the content presented throughout the unit.

In addition, a qualitative piece was included to allow students to respond to two open-ended questions. The first asked students what they liked or did not like about the unit. The second asked students how the unit could be improved.

In the third and final part of the evaluation, students indicated whether the unit had achieved the following outcomes:

- "This unit plan helped me learn a lot about myself."
- "This unit plan helped me learn a lot about careers."
- "This unit plan made me excited about what I could do with my life."
- "This unit plan made me want to learn more about different careers."

Using a Likert scale method, students circled *I don't agree*, *I'm not sure* or *I agree*.

## Data Collected and Results

### Formative Assessment Results

Most students were noticeably engaged throughout the unit. They demonstrated their enthusiasm consistently when engaged in large-group discussion, small-group discussion and one-on-one conversation with the teacher. Students were generally eager to share their thoughts and discoveries openly with the class. This sharing often led to students engaging in further exploration into their chosen career path.

At the beginning of the unit, students were unsure about certain activities, such as identifying what they would do if money were no object (lesson 1). As the unit progressed, they began to identify the significance of the self-exploration activities and how the activities were connected to their choice of a potential career.

The quality of students' work, their engagement in the activities and their motivation to explore career choices were clearly evident in the student discussions and teacher-student interactions.

### Summative Assessment Results

The first part of the student evaluation form asked students to indicate which activities they had completed. As shown in Table 1, all 26 students in the class completed every activity.

TABLE 1. Completion of Activities

Activity	I didn't do it	I did it
What Do You Desire?	0 (0%)	26 (100%)
Further Self-Exploration	0 (0%)	26 (100%)
Personal Experiences	0 (0%)	26 (100%)
A Global Workforce	0 (0%)	26 (100%)
Transnational Case Study	0 (0%)	26 (100%)
Go to Work for a Day	0 (0%)	26 (100%)

*Note:* The aggregated rating of the questions has 100% of students confirming that they completed all the activities.

Table 2 shows students' perceptions of how helpful each activity was (the second part of the evaluation form).

TABLE 2. Helpfulness of Activities

Activity	Not good at all	Good	Great
What Do You Desire?	1 (4%)	10 (38%)	15 (58%)
Further Self-Exploration	2 (8%)	7 (27%)	17 (65%)
Personal Experiences	0 (0%)	5 (19%)	21 (81%)
A Global Workforce	0 (0%)	8 (31%)	18 (69%)
Transnational Case Study	0 (0%)	3 (12%)	23 (88%)
Go to Work for a Day	0 (0%)	4 (15%)	22 (85%)

*Note:* The aggregated rating of the questions has 98% of students rating the activities as either *good* or *great*.

Table 3 shows whether students felt the unit achieved its intended outcomes (the third part of the evaluation form).

TABLE 3. Objectives Fulfilled

	I don't agree	I'm not sure	I agree
This unit plan helped me learn a lot about myself.	2 (8%)	5 (19%)	19 (73%)
This unit plan helped me learn a lot about careers.	1 (4%)	2 (8%)	23 (88%)
This unit plan made me excited about what I could do with my life.	0 (0%)	5 (19%)	21 (81%)
This unit plan made me want to learn more about different careers.	0 (0%)	0 (0%)	26 (100%)

*Note:* The aggregated rating of the questions has 86% of students agreeing that the unit met all the objectives.

## Perceived Effectiveness of the Unit

The process of self-exploration worked particularly well in this unit. Students' interest levels increased once they were given the opportunity to explore not only their interests, strengths, skills and knowledge but also associated career opportunities. They were consistently engaged in the activities and were eager to share their findings about themselves with the class. This especially became apparent when students who rarely contributed were actively involved in group discussions.

Allowing students to explore numerous careers in relation to transnational corporations motivated them to further research the types of careers available to them. Once they grasped the foundational understanding of being able to identify personal aspects (such as their strengths and interests), they became more motivated to explore what careers connected with their individuality. Such findings were supported by the larger study from which this study stemmed.

The most memorable part of the unit was seeing students' surprise and heightened sense of interest when they realized that a variety of careers were available to them, rather than just the conventional career choices they had been aware of before the unit.

An important finding was that the unit was effective at building rapport between the students and the teacher. Because of the large amount of time spent on personal exploration, the unit allowed the teacher to effectively coach a number of the students one-on-one (at their request).

Many students revealed that they felt pressure from their family and friends to undertake specific career paths, and they were uncertain about or afraid of disclosing their real interests. Even involvement in sports caused distress for some students, particularly those who had aspirations in the arts but felt they had to compromise or even sacrifice their personal interests for the interests of their parents and peers. These students expressed that, as a result of the unit's activities and the teacher's coaching, they were able to effectively explicate and justify their interests to their peers and family members.

Time was the greatest limiting constraint of the unit. The heavy workload in Alberta's high school social studies curriculum made it difficult to provide the time needed for each activity. Students who indicated that they did not like a particular activity or that they were unsure or did not agree that the unit had achieved its objectives specified that they did, in fact, enjoy the unit but thought that it could have been extended to allow for greater exploration of themselves and of careers. In the future, the unit should be implemented over six or seven weeks instead of three.



Another limitation was that the unit was implemented in only one classroom, with only 26 students. Given this small sample size, the findings are not transferable to other classrooms or to schools in other regions.

A limitation to using a mixed method design was the consistency required in connecting the findings from the quantitative data and the qualitative data. Further research is warranted to determine the generalizability of the results.

## Conclusion

From observations throughout the unit, it was clear that students became more engaged in the course material when it was made personally relevant (Knoster and Goodboy 2021). Correlating career-planning skills with the unit made the material not only more interesting to students but also more relatable.

Career education can be easily correlated with the curriculum if the learning outcomes are effectively discussed and elucidated with students. Correlating aspects of career education with the Social Studies 10-1 curriculum helped students see why learning the material could be valuable to their future. To sustain students' interest and motivation throughout any unit, it is critical to ensure that the material stimulates their sense of identity.

## Appendix A: Analysis of Meaningful Activities

	Meaningful activity 1	Meaningful activity 2	Meaningful activity 3
What do you value most about this activity? (Provide at least two or three values.)			
Why is this activity meaningful to you?			
How has this activity shaped who you are today?			
Does this activity make you happy? Why?			

## Appendix B: Exploring Your Past Experiences

Select four experiences from your past history that you enjoyed or found to be challenging. If possible, two of these experiences should be work related and two not work related. Analyze your experiences using these headings.

	Experience 1	Experience 2	Experience 3	Experience 4
Experience (job, hobby, university, significant experience)				
Describe what you did in this experience, the environment and the people.				
Knowledge and skills developed or used in the experience				
What did you like about the experience?				
What didn't you like about the experience?				
What gave you a sense of accomplishment or achievement?				

## Appendix C: Global Careers

Select five careers that are within the realm of a transnational corporation. Provide a brief description of that career and how advances in technology and transportation can have an impact on your chosen career. Once you have completed the assignment, share your results with your elbow buddy.

Career Choice 1 \_\_\_\_\_

Career Choice 2 \_\_\_\_\_

Career Choice 3 \_\_\_\_\_

Career Choice 4 \_\_\_\_\_

Career Choice 5 \_\_\_\_\_

## Appendix D: List of Career Websites to Explore

Use these career websites to help you start your research. Once you have navigated your way through these sites, feel free to explore other sites on your own. Good luck!

Note: Some of these websites are no longer available.

[www.cdm.uwaterloo.ca](http://www.cdm.uwaterloo.ca)

[www.students.usask.ca/support/employment/](http://www.students.usask.ca/support/employment/)

[www.roadtripnation.com](http://www.roadtripnation.com)

<http://alis.alberta.ca>

<http://jobfutures.ca/en/career.shtml>

## Appendix E: Career Research Assignment

Record your five burning questions in the space below. Then conduct research using the list of career websites you have been given. Use the information from the websites to help you answer the following questions in regards to your exploration of careers.

- What types of skills are involved in this career?
- What tasks are involved in this career?
- Does this career have global connections? How so?
- Why did you decide to choose this career?
- Does this career utilize your strengths?

Your Five Burning Questions

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Appendix F: Transnational Case Study

After you have been assigned your transnational company to do research on, you need to create a five-minute presentation on your company to present to the class.

You have the opportunity to be creative with your presentation. Some of the ways that you can present the information to the class can be through a PowerPoint presentation, video or Prezi. If you choose to do something else, be sure to consult Mr Gilbert before doing so.

Within your presentation, you need to answer the following questions:

- What types of products does your transnational company manufacture?

- What countries of the world is your company located in?
- Approximately how many people does your company employ?
- What is the mission statement of your company?
- What are the types of careers available within the company?

## Appendix G: A Day in the Life of Your New Career

### Scenario

Bauer Hockey has hired you under your selected career choice.

Concussions have become a major problem within hockey, and Bauer Hockey is trying to create a new type of helmet that will help prevent and limit the severity of concussions on hockey players. With the information you have gained about your career choice, you need to work with the staff of Bauer Hockey and try to design a helmet that will achieve the desired project outcome.

Every person has a specific career choice within Bauer Hockey, so it's important for everyone to properly do the task required by his or her career or this project will fail.

Enjoy your first day on the job!

### Notes

This research was supported through funding provided by Alberta Education and the Canadian Career Development Foundation (CCDF) to train preservice teachers in career education and provide them with fundamental knowledge needed to implement career education in K–12 schools in Alberta.

Address correspondence about this article to Kerry Bernes, Professor and Assistant Dean, Graduate Studies and Research in Education, Faculty of Education, University of Lethbridge, 4401 University Drive West, Lethbridge, AB T1K 3M4; e-mail [kerry.bernes@uleth.ca](mailto:kerry.bernes@uleth.ca); phone 403-329-2434.

1. The particular video the students watched is no longer available. However, many similar videos exist.

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*Andrew Gilbert is a graduate of the bachelor of education program at the University of Lethbridge.*

*Kerry B Bernes, PhD, is a full professor of educational and counselling psychology at the University of Lethbridge.*

*Jonathan L Roque is a registered psychologist in Lethbridge, where he operates as a generalist in private practice and facilitates group counselling for those struggling with bereavement and trauma. He also provides treatment and assessment for those with concerns related to family violence. He is a proud alumnus of the University of Lethbridge, where he was a research assistant in the Faculty of Education for over three years.*

*Annelise M Lyseng is a registered psychologist and Canadian certified counsellor practising in Alberta. She works primarily with university students and enjoys helping them align with their values and enhance their coping skills as they navigate life transitions and the complexities of university life. She also operates a private practice, Heroic Counselling, to support those with challenges related to trauma, anxiety or perfectionism. She is an executive member of the Post-Secondary Counsellors Chapter of the Canadian Counselling and Psychotherapy Association, and her current research focuses on counsellor workload and well-being.*

*Karissa L Horne is pursuing a master of education degree in counselling psychology at the University of Lethbridge. She also holds a bachelor of science degree in psychology from Dalhousie University and a bachelor of education degree from Memorial University of Newfoundland.*

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# Review Board

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The *One World in Dialogue* review board is made up of researchers with expertise in one or more of the following aspects of studying and teaching social studies:

- Issues and curriculum from any of the social sciences that weave together to form social studies
- Indigenous issues and education
- Peace education
- Global education
- Social justice
- Immigration issues
- Multicultural education
- Intercultural issues in second language teaching
- Comparative education
- Intercultural communication and education
- Innovative uses of educational technologies to promote learning and create new knowledge in social studies
- Environmental ethics, environmental education, and ecological teaching or teaching for sustainability

## Reviewers

**Pamela Adams, PhD**  
**University of Lethbridge**

Before joining the University of Lethbridge's Faculty of Education, Pamela Adams taught junior and senior high social studies for 17 years. She has served as the faculty's Alberta Initiative for School Improvement (AISI) coordinator, a teaching fellow in the Centre for the Advancement of Excellence in Teaching and Learning, and assistant dean, as well as teaching undergraduate and graduate courses in social studies education, collaborative inquiry and action research, school improvement, adult learning, and professional development. She has written extensively about school improvement and teacher professional learning, including in her book with David Townsend, *The Essential Equation: A Handbook for School Improvement* (Brush Education, 2009). She is passionate about working with student teachers

and teacher mentors through PD activities related to establishing learning communities and collaborative environments that have student learning at their heart.

**Dwayne Donald, PhD**  
**University of Alberta**

Dwayne Donald (Aipoomahkaa) was born and raised in Edmonton and is a descendant of the Papaschase Cree. He taught social studies at Kainai High School on the Kainai (Blood) Reserve in southern Alberta for 10 years. He is a professor in the Faculty of Education at the University of Alberta and is particularly interested in the curricular and pedagogical significance of Indigenous–Canadian relations.

**Sharon Friesen, PhD**  
**University of Calgary**

Sharon Friesen is a professor at the University of Calgary's Werklund School of Education. Her research interests include the ways in which K–12 educational structures—curriculum, learning and leading—need to be reinvented for a knowledge/learning society. She has specific interests in the promotion of deep intellectual engagement; the ability to create learning environments that require sustained work with ideas; and the pervasiveness of networked digital technologies that open up new ways of thinking, new ways of working, and new tools for working and living in the world.

**Lindsay Gibson, PhD**  
**University of British Columbia**

Lindsay Gibson is an assistant professor in the Department of Curriculum and Pedagogy at the University of British Columbia. His research focuses on historical thinking, history education and assessment of historical thinking. For 12 years, he was a teacher in Kelowna, British Columbia, where he taught secondary school history and social studies and worked on the district's instructional leadership team. He has worked on a variety of provincial and federal history education projects with the Historical Thinking Project and The Critical Thinking Consortium (TC2).



**Mryka Hall-Beyer, PhD**  
**University of Calgary**

Mryka Hall-Beyer teaches courses on remote sensing (satellite image analysis) and general geography, including travel study courses, in the University of Calgary's Department of Geography. She also directs the department's master of geographic information systems (MGIS) program. In previous lives, she spent 17 summers as a Parks Canada naturalist in Quebec, taught outdoor education and ran an organic farm. She has also served as faculty mentor for Project Explorer, which places senior geography and geology undergraduates in classrooms as subject experts to help teachers with the spatial aspects of elementary social studies.

**Craig Harding, PhD**  
**Ambrose University**

Craig Harding is an instructor at various universities across Canada, where he teaches curriculum and instruction and other courses with a social studies focus. He is the coauthor of five textbooks used in Alberta, in addition to a series of books currently in press that explore social concerns. He also teaches online graduate courses in research methodology and issues in education for the University of New Brunswick. His work focuses on aspects of history education, citizenship and democracy education, and curriculum issues (including the politics of education).

**David Jardine, PhD**  
**University of Calgary**

David Jardine is a professor emeritus in the Faculty of Education, University of Calgary. He is the author of *Pedagogy Left in Peace: Cultivating Free Spaces in Teaching and Learning* (Continuum, 2012) and has an interest in how all knowledge, whatever the discipline, is ancestral and therefore unavoidably part of social studies.

**Jennifer Lock, PhD**  
**University of Calgary**

Jennifer Lock is a professor and vice-dean in the Werklund School of Education, University of Calgary. She has also taught junior and senior high social studies. Her area of specialization is educational technology, and she has a keen interest in leveraging digital technologies to enhance communication, collaboration and creation of knowledge in the humanities (specifically, social studies).

**Patrick Loyer, BEd, MA**

Patrick Loyer retired from his role as an executive staff officer with the Alberta Teachers' Association in 2021. He has an interest in social studies, particularly in the area of First Nations, Métis and Inuit education. He has had various roles in the field of education since 1980.

**Carla Peck, PhD**  
**University of Alberta**

Carla Peck is a professor of social studies education in the Department of Elementary Education at the University of Alberta. Her research interests include student understandings of democratic concepts (such as diversity, identity and citizenship) and the relationship between students' ethnic identities and their understandings of history.

**Sylvie Roy, PhD**  
**University of Calgary**

Sylvie Roy is a professor and an associate dean of research at the Werklund School of Education, University of Calgary. Her interests are related to language: bilingualism and multilingualism, teaching and learning languages, and sociolinguistic issues. She is also interested in *la francophonie* in general and discourses related to French in Canada.

**Stefan Sikora, PhD**  
**Mount Royal University**

Stefan Sikora has worked as a teacher and principal and also as a college and university lecturer. He has authored and edited academic texts and articles, as well as poetry, novels, essays and plays. In 1980, his one-act play *Clowns* was nominated for a Governor General's Award. He has served as a keynote speaker and presenter at numerous academic conferences and workshops.

**Amy von Heyking, PhD**  
**University of Lethbridge**

Amy von Heyking is an associate professor in the Faculty of Education, University of Lethbridge. Her research areas include history teaching and learning, and the history of school curriculum. She is the author of *Creating Citizens: History and Identity in Alberta's Schools, 1905 to 1980* (University of Calgary Press, 2006). She serves on the executive board of The History Education Network/Histoire et Éducation en Réseau (THEN/HiER), and was a contributor to *New Possibilities for the Past: Shaping History Education in Canada* (UBC Press, 2011) and to volume 1 of *The Anthology of Social Studies* (Pacific Educational Press, 2008). She is also the author of a number of history teaching resources published by Scholastic Canada.

**Cora Weber-Pillwax, PhD**  
**University of Alberta**

Cora Weber-Pillwax is a professor and program coordinator in the Indigenous Peoples education specialization, Educational Policy Studies Department, University of Alberta. She holds a BEd in secondary English, an MEd in international/intercultural education and a PhD in Indigenous Peoples education. She has decades of experience in Indigenous education, and her recent work focuses on the significance of Indigenous knowledge in contemporary systems of health and education in Indigenous communities.

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# Guidelines for Manuscripts

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*One World in Dialogue* is a professional journal for social studies teachers. It is published to

- promote the professional development of social studies educators and
- stimulate thinking, explore new ideas and offer various viewpoints.

Submissions are requested that have a classroom or a scholarly focus, including

- discussions of trends, issues or policies;
- examination of learning, teaching and assessment in social studies classrooms;
- descriptions of innovative classroom and school practices;
- personal explorations of significant classroom experiences;
- explorations and expansions of curricular topics; and
- extended reviews or evaluations of instructional and curricular methods, programs or materials. (Shorter reviews are published in *Focus*, the newsletter of the Social Studies Council.)

Letters to the editor are also welcome.

## Manuscript Guidelines

- Manuscripts should be submitted in Microsoft Word format and double-spaced.
- Works cited must appear in full, in author–date style, in a reference list at the end of the article.
- Illustrations (such as photos or figures) should be submitted as separate files that are clearly labelled. A callout should be added to the manuscript to indicate where each illustration should be placed. Captions or photo credits should be included as necessary.
- Contributors should include brief biographical notes (one or two sentences). These typically consist of teaching position and experience and current research or professional development interests.
- Contributors should also include a mailing address. Each contributor will receive two copies of the journal issue when it is published.
- If any student sample work is included, a release letter from the student’s parent or guardian allowing publication in the journal should be provided.
- *One World in Dialogue* is refereed. Contributions from academics and graduate students undergo blind review by two members of the journal’s review board. Classroom teachers can request that their contributions be either peer reviewed or editor reviewed. To ensure blind review, headers in the article should contain only the article title. No identifying information (such as author name, affiliation, biography, contact information, acknowledgements, forthcoming articles or works in progress) should appear in the article.

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