

EDUC 430: PRAGMATICS OF LEARNING AND TEACHING Bachelor of Education, Fall 2017 September 11 - December 8, 2017

INSTRUCTOR	SECTION	EMAIL	TIME/LOCATION
	S01		MW 1:15-2:45 / EDC 278
	S02		MW 1:15-2:45 / EDC 255
	S03		MW 1:15-2:45 / EDC 287
	S04		MW 1:15-2:45 / AB 628
	S05		MW 1:15-2:45 / EDC 370A
	S06		MW 1:15-2:45 / SS 010
	S07		MW 10:00-11:30 / SA 109
	S08		MW 11:30-1:00 / SS 010
	S09		MW 12:00-1:30 / ST 129
	S10		MW 11:30-1:00 / SS 012
	S11		MW 11:30-1:00 / EDC 384
	S12		MW 1:15-2:45 / EDC 156
	S30		Community-based Program
	S31		Community-based Program

COURSE DESCRIPTION:

Welcome to the field of education and *EDUC 430: The Pragmatics of Learning and Teaching*. This course will examine the nature of the teaching profession, both pragmatic and theoretical, and the concepts of teaching, learning, and school culture. Together we will address the ways teachers might work to bring prescribed curricula and assessment alive and make them relevant, engaging, and meaningful for their students. We will also discuss teachers' interactions with systems and school policies. With/in the contemporary circumstances of schooling, we will emphasize such topics as: school culture, diversity and inclusive practice, planning and preparing for teaching, shaping learning environments, assessment, and professional conduct. In discussion and through exercises in practical observation, this course, in concert with EDUC 440, Field Experience I, will prepare students to participate in classrooms and school culture and for ongoing reflection on professional work, values, and goals.

KEY UNDERSTANDINGS:

- Schools are complex, ever-changing environments subject to the complexities of human dynamics.
- As teachers, we are a product of our experiences and must endeavour to see without judgment and to examine schools as they are, always with a view to what they can be.
- Teaching is a scholarly activity and, as such, teachers must become both skilled and reflective masters of their craft and scholars of the field.
- Education is a nested, social construct and must be examined in context.



LEARNER OUTCOMES:

Through this course, it is expected that participants will develop and/or engage with:

- An ability to effectively articulate an understanding of the concepts of teaching and learning and to draw on personal reflection and observation to support these views with examples.
- Knowledge of school culture and the roles of teachers within schools.
- An understanding of diversity within schools and communities, as well as of the similar and diverse needs of learners within classrooms and methods to support inclusion.
- A core understanding of modes of instruction, assessment, and the foundations of planning for successful teaching experiences.
- An understanding of the ethical underpinnings of the teaching profession.

COURSE DESIGN:

The course consists of 11 weeks of instruction organized according to three essential questions (see visual below). In an attempt to seek answers to each essential question, a number of topics will be examined, each designed to broaden your perspectives as you move into the role of teacher. These three essential questions are designed to examine teaching and learning from a nested perspective, beginning with the individual as student of teaching, moving to the student as teacher in school, moving to the school as construct of society.

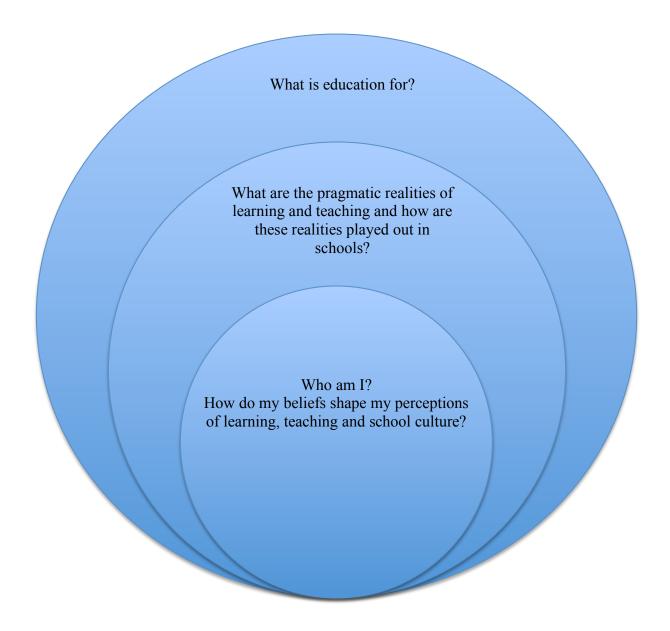
This course is also designed to support and inform your EDUC 440, Field Experience I course. In this course you will be prepared to enter the field in order to observe and assist. To this end, all topics will build upon one another in preparation for your first field experience and then as a reflection upon your return from the field.

A variety of instructional strategies will be used to assist in the development of topic understanding, with an emphasis of interaction, discussion, and the sharing of ideas, experiences, and knowledge. Additionally, there will be four assessment tasks intended to prompt reflection on the content and spur insights related to your understandings of the pragmatics of learning and teaching.



ESSENTIAL QUESTIONS AND VISUAL REPRESENTATION:





COURSE EXPECTATIONS FOR THE PRAGMATICS OF LEARNING AND TEACHING:

Please review, carefully, the University of Calgary's Academic Calendar. The Calendar describes the program and provides detailed schedules and notices regarding important dates. The Calendar contains information on expectations for student work and professional conduct. In addition, procedures are described regarding student performance in the program. Please pay especially careful attention to details and descriptions regarding:

Attendance and Participation

The B.Ed. Program is a professional program. All the experiences in the program are designed with the expectation that all students will be fully engaged and involved in each and every class and complete all coursework. As a member of a learning community your individual contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious obligations. Please let your instructor know prior to class regarding any absence and the reasons for it.

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Engagement in discussion and inquiry

In order to be successful in this course, you are required to do all of the readings, attend class regularly, participate in small group and class discussions, and complete assignments on time. Because knowledge is co-created in the classroom, are expected to take an active role in critically engaging with the course materials and with your colleagues' ideas. Participation in each class involves working cooperatively and collaboratively with fellow students in whole class and in small group learning experiences where it is important to share your experiences, ideas and questions. Each participant is responsible for helping to create a learning environment that is intellectually stimulating and constructive. We invite you to use the class as a space to develop new ideas and reflect on old assumptions and beliefs. We also ask that each of us approach the class ready to learn from, share with and listen to one another in a spirit of openness and understanding, recognizing differences in experiences, perspectives and backgrounds. If you find that you are experiencing difficulties as a group participant and in collaborating with others, please inform your instructor.

Note: There will not be an opportunity to increase your grade through the completion of additional assignments so it is highly recommended that you monitor your progress throughout the course. Also, no late assignments will be accepted unless **prior** arrangements have been negotiated and agreed upon with the instructor.

REQUIRED AND SUPPLEMENTAL RESOURCES:

The resources associated with this course fall into two categories including required readings and supplemental resources. Each week you will be asked to **read all required readings and a minimum of two supplemental resources**. In each to the required readings will attend to the scholarship of teaching and learning while the supplemental resources will attend to the pragmatics of the teaching profession or the teaching profession in society.

All readings can be obtained online or will be provided by your instructor. Please see the WEEKLY COURSE SCHEDULE on the next page for links to required readings and supplemental resources.

Note: The instructor may supplement readings with additional material and your instructor may require you to attend to one or more supplemental resources specifically.

WEEKLY COURSE SCHEDULE:

The following schedule provides an overview of the topics, activities and readings to be taken up as you begin to examine the essential questions related to this course. In all cases, readings should be completed *prior to* the first class in the week. The following schedule may change in response to student needs and emerging issues.

Essential Question #1: Who am I? How do my beliefs and history shape my perceptions of learning, teaching and school culture?

Week 1 – September 11/13: Who am I and how do my perceptions shape my view of schools? What is school culture and how will my perceptions shape school culture?

This class will explore professional identity and perceptions of schools.

- Welcome and introductions
- Teachers as scholars and professionals
- School culture and the role of the teacher
- Individual Reflection What skills am I bringing to this role? What are my perceptions of schools? What experiences have influenced my thinking? What do I believe schools to be? What do I believe school culture to be and how will I influence it in positive ways?

Required Reading:

Palmer, P.J. (1997). The heart of a teacher identity and integrity in teaching. *Change: The Magazine of Higher Learning*, 29(6), 14-21. DOI: 10.1080/00091389709602343. Available from http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/00091389709602343

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Supplemental Resources:



Alberta Teachers' Association. (2012). No one tells you that...My life as a first-year teacher. *ATA Magazine*, 92(4). Edmonton, AB: Author. Available at http://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume%2092/Number-4/Pages/No-one-tells-youthat.aspx

Alberta Teachers' Association. (n.d.). Why do teachers teach? Teaching-best career. Edmonton, AB: Author. Video available at http://www.teachers.ab.ca/Teaching%20in%20Alberta/Becoming%20a%20Teacher/Pages/ExploringTeachingasaCar

http://www.teachers.ab.ca/Teaching%20in%20Alberta/Becoming%20a%20Teacher/Pages/ExploringTeachingasaCareer.aspx

- Bulach, C.R., Lunenburg, F.C., & Potter, L. (2011). Four types of school culture: Phase one. In C.R. Bulach, F.C. Lunenburg & L. Potter, *Creating a culture of high-performing schools: A comprehensive approach to school reform, dropout prevention, and bullying behavior, 2nd ed.* (pp. 3-26). Lanham, ML: Rowman & Littlefield Education. Available from your instructor.
- Emdin, C. (2013). *Teach teachers how to create magic*. TedTalk available at https://www.ted.com/talks/christopher_emdin_teach_teachers_how_to_create_magic
- Hare, J. (n.d.). *15 things I wish I'd known before becoming a teacher*. Teaching Monster.com. Available at http://teaching.monster.com/careers/articles/8208-15-things-i-wish-id-known-before-becoming-a-teacher?page=1
- Truby, D. (n.d.). 8 ways to build positive school culture now. We Are Teachers. Available at http://www.weareteachers.com/blogs/post/2014/08/07/8-ways-to-build-positive-school-culture-now

Any supplemental resource as required by the instructor.

Week 2 - September 18/20: How do I build a positive classroom community? How do my perceptions of schooling impact my beliefs around classroom community and positive school relationships?

This class will discuss the many approaches to good teaching and the fostering of positive learning experiences.

- The Building of Relationships
- Communities of Learners
- Routines and Strategies that Support Learners
- Establishing a Positive Classroom Environment
- Inquiry and Learning

Required Reading:

Marzano, R.J. & Pickering, D.J. (2011). Chapter one: Research and Theory. In R.J. Marzano & D.J. Pickering *The highly engaged classroom* (pp. 3-20). Bloomington, IN: Marzano Research Laboratory. http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=17&docID=3404837&tm=1500047915656

Supplemental Resources:

Booth Church, E. (n.d.). Building community in the classroom. *Early Childhood Today*. Available at http://www.scholastic.com/teachers/article/building-community-classroom

Heich, T. (2014). 10 characteristics of a highly effective learning environment. Available from http://www.teachthought.com/learning/10-characteristics-of-a-highly-effective-learning-environment/

Kennedy, M.M. (2005). How teachers think about their practices. In M.M. Kennedy *Inside teaching: How classroom life undermines reform* (pp. 31-62). Available in full text from the University of Calgary library. http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=40&docID=3300229&tm=1500049601812



Musallam, R. (2013). *3 rules to spark learning*. Ted Talk available from https://www.ted.com/talks/ramsey musallam 3 rules to spark learning

New teacher survival guide: Classroom management. (2011). TeachingChannel. Available from https://www.teachingchannel.org/videos/new-teacher-classroom-management

Any supplemental resource as required by the instructor.

Assignment Due!

Assignment 1 – Reading Response Card 1 due September 20, 2017 in class.

Essential Question #2: What are the pragmatic realities of learning and teaching and how are these realities played out in schools?

Week 3 – September 25/27: What role does planning play in preparing to teach? How do teachers design tasks and what are the basic planning elements I will be accountable for as a teacher?

This class will examine both the knowledge building and task design ideals behind good planning and the technical aspects of creating a sound lesson plan that is both practical and informative for the practicing teacher.

- Elements of a Lesson Plan
- Knowledge Building and Task Design
- Evaluating Lesson Planning Choices
- Beginning with the End in Mind
- Planning for Diversity and Inclusion

Required Readings:

Alberta Education. (2011). Framework for student learning: Competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit. Edmonton, AB: author. Available from https://open.alberta.ca/publications/9780778596479

Jacobsen, M., Lock, J., and Friesen, S. (2013). Strategies for engagement: Knowledge building and intellectual engagement in participatory environments. Education Canada, 53(1), 14-18. Retrieved from https://www.edcan.ca/articles/strategies-for-engagement/

Supplemental Resources:

Library guides: Lesson planning resources. Available from the Doucette Library at http://library.ucalgary.ca/doucette

New teacher survival guide: Planning. (2011). TeachingChannel. Available from https://www.teachingchannel.org/videos/coaching-planning-lesson-planning

Ontario Institute for Studies in Education Lesson plan templates. Available at http://www.oise.utoronto.ca/supo/Forms Resources/Lesson Plan Templates/index.html

Pace and structure in lesson planning. (2011). TeachingChannel. Available from https://www.teachingchannel.org/videos/lesson-pace-structure

The importance of lesson planning. Making a difference: The official blog of teach and learn with Georgia. Available at https://teachandlearnwithgeorgia.wordpress.com/2012/07/26/the-importance-of-lesson-planning/

Various lesson plan templates/exemplars used in Field Experience Program, Werklund School of Education. Available from your instructor.

Wiggins, G. (2005). *Understanding by design: Overview of UBD & the design template*. Available at http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf



Any supplemental resource as required by the instructor.

Week 4 – October 2/4: What role does assessment play in preparing to teach? What counts as evidence of learning and how do teachers implement assessment for, of and as learning?

This class will explore, as an overview, different types of assessment and their uses in teaching and learning.

- How were you assessed as a learner, and how was this assessment effective or not?
- What core terminology is used in describing assessment?
- How have assessment methods evolved over time?
- What do we know about the relationship between assessment and learning?
- How does assessment relate to diversity and inclusion in classrooms?

Required Reading:

Western and Northern Canadian Protocol for Collaboration in Basic Education. (2006). Three purposes of assessment. In *Rethinking classroom assessment with purpose in mind: Assessment for learning, assessment as learning, assessment of learning* (pp. 27-66). Winnipeg, MB: Manitoba Education, Citizenship and Youth. Available at https://www.wncp.ca/media/40539/rethink.pdf

Supplemental Resources:

- Alberta Education. (1993). *Principles for Fair Student Assessment Practices for Education in Canada*. Edmonton, Alberta: Joint Advisory Committee. Available at http://www2.education.ualberta.ca/educ/psych/crame/files/eng_prin.pdf
- DeLuca, C., Volante, L. & Earl, L. (2015). Assessment for learning across Canada: Where we've been and where we're going. *Education Canada*, 55(2). Available at https://www.edcan.ca/articles/assessment-for-learning-across-canada/
- Greenstein, L. (2010). Chapter one: The fundamentals of formative assessment. In L. Greenstein, *What teachers really need to know about formative assessment*. Alexandria, VA: ASCD. Available at http://www.ascd.org/publications/books/110017/chapters/The-Fundamentals-of-Formative-Assessment.aspx
- Self-assessment: Reflections from students and teachers. (2013). Jobs for the Future. Available on YouTube at https://www.youtube.com/watch?v=CkFWbC91PXQ
- Takahashi, K. (2015). *Assessment for, of and as learning*. Thames Valley District School Board. Available at http://www.tvdsb.ca/webpages/takahashid/techdia.cfm?subpage=128207

Any supplemental resource as required by the instructor.

Assignment Due!

Assignment 2 – Annotated Lesson Plan Due October 4, 2017 in class.

Week 5 – October 9/11: How do we prepare to become part of a profession? What does it mean to observe without judgment and what is the role of professionalism in Education?

Classes will examine the purpose of observation and reflection in preparation for the first field practicum and the ethical identity of teachers as professionals.

- To observe without judgment although we arrive with assumptions learning to listen and to see
- Importance of getting to know the students and building relationships
- The role of inclusion and diversity in schools
- The Code of Professional Conduct in Student Teaching
- Professional Communication
- Relationships with Colleagues what happens when things go wrong?
- FOIP



Required Readings:

Alberta Teachers' Association. (2004). Code of Professional Conduct for Alberta Teachers. Edmonton, AB: Author.

 $\underline{http://www.teachers.ab.ca/About\%20the\%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/Code} \\ \underline{ofProfessionalConduct.aspx}$

- Teaching Quality Standard (2016) Application and Assessment for Field Experience (adapted by A. Burns). Available from your instructor.
- FLaRE Center. (n.d.). Ethnographic research: Observations from different perspectives. Orlando, FL: University of Central Florida. Available at https://education.ucf.edu/mirc/docs/pp/FLaRE%20Professional%20Paper%20-%20Ethnographic%20Research.pdf

Supplemental Resources:

- Alberta Teachers' Association. (2012). Teaching is a never-ending vocation. *ATA Magazine*, 92(4). Edmonton, AB: Author. Available at http://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume%2092/Number-4/Pages/Teaching-is-a-neverending-vocation.aspx
- Alberta Teachers' Association. (2012). My day as a high school art teacher. *ATA Magazine*, 92(4). Edmonton, AB: Author. Available at http://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume%2092/Number-4/Pages/My-day-as-a-high-school-art-teacher.aspx
- Alberta Teachers' Association. (2012). What do I do all day? *ATA Magazine*, *92*(4). Edmonton, AB: Author. Available at http://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume%2092/Number-4/Pages/What-do-I-do-all-day.aspx
- Genzuk, M. (1999). *A synthesis of ethnographic research*. Los Angeles, CA: Centre for Multilingual, Multicultural Research, University of Southern California. Available at http://www-bcf.usc.edu/~genzuk/Ethnographic Research.pdf
- How to be a good student teacher. (n.d.). WikiHow. Available at http://www.wikihow.com/Be-a-Good-Student-Teacher
- Pierson, R. (2013). *Every kid needs a champion*. Ted Talk available at https://www.ted.com/talks/rita pierson every kid needs a champion
- Werklund School of Education Undergraduate Programs in Education. (2015). 2015-2016 Student field experience handbook.

 Available under the Field Experience Handbook tab at http://werklund.ucalgary.ca/upe/field-experience

Any supplemental resource as required by the instructor.

Assignment Due!

Assignment 1 – Reading Response Card 2 due October 11, 2017 in class.

October 16 – 27, 2017: Field Experience 1

Week 6 – October 30/November 1: What have I learned from the field? How did I see my learning so far played out in schools? What are some of the realities of schooling that impact education?

This class will serve as an opportunity to share and discuss field experiences with particular attention given to the topics of planning, assessment, diversity, inclusion and building a positive classroom community already discussed.

Required Reading:

There will be no required readings for this topic. Instead, students will be expected to draw from their field experience portfolio in order to participate in discussions surrounding the field experience. Students are also encouraged to examine the



website for the school division in which they were placed and to come prepared to speak to the policies and guidelines set out around planning, assessment, diversity, inclusion and building a positive classroom community. Some examples are listed under Supplemental Resources.

Supplemental Resources:

Alberta Teachers' Association. (2014). Student learning assessments. *ATA Magazine*, 95(1). Edmonton, AB: Author. Available at http://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume%2095%202014-15/Number-1/Pages/Student-Learning.aspx

Assessing learner progress. (2015). Rocky View Schools. Available at http://www.rockyview.ab.ca/21stC/assessing

Assessing learner progress: Balanced assessment. (2015). Rocky View Schools. Available at http://www.rockyview.ab.ca/21stC/assessing/assessment balancing

Assessing learner progress: Supporting positive behavior. (2015). Rocky View Schools. Available at http://www.rockyview.ab.ca/21stC/assessing/assessment behaviour

Assessment and reporting: Overview of assessment and reporting. (2014). Calgary Board of Education. Available at http://www.cbe.ab.ca/programs/curriculum/assessment-and-reporting/Pages/Overview.aspx

Assessment and reporting: Frequently asked questions. (2014). Calgary Board of Education. Available at http://www.cbe.ab.ca/programs/curriculum/assessment-and-reporting/Pages/Frequently-Asked-Questions.aspx

Any supplemental resource as required by the instructor.

Week 7 – November 6/8: How do classrooms look and feel today? What role does diversity play in inclusive classrooms? What does it mean to attend to the needs of all learners?

This class will serve as an opportunity to share and discuss the ideas of inclusive practice and learner differentiation that you observed in your field experiences.

- Why should we differentiate?
- How can we differentiate?
- What role does the differentiation of teaching strategies play in student engagement and success?
- What does Universal Design for Learning offer us when working with varied learners?
- How do we negotiate the tension between the seemingly opposing gestures of differentiation and inclusion?

Required Readings:

UDL at a glance. (2015). CAST. Available at http://www.cast.org/our-work/about-udl.html#.V2jOkDcyDww

Alberta Teachers' Association. (2015). *The state of inclusion in Alberta schools*. Edmonton, AB: Author. Available at http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-101-5%20The%20State%20of%20Inclusion%20in%20Alberta%20Schools.pdf

Supplemental Resources:

Alberta Teachers' Association. (2015). Implication of inclusion. *ATA Magazine*, 95(3). Edmonton, AB: Author. Available at http://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume%2095%202014-15/Number-3/Pages/ImplicationsOfInclusion.aspx

Alberta Education. (2005). *Differentiated instruction*. Edmonton, AB: Author. Available at http://www.learnalberta.ca/content/kes/pdf/or ws tea elem 02 diffinst.pdf

New teacher survival guide: Differentiating instruction. (2014). TeachingChannel. Available from https://www.teachingchannel.org/videos/differentiating-instruction

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Library guides: Lesson planning resources. Available from the Doucette Library at http://library.ucalgary.ca/doucette

Murgatroyd, S. (2014). Rethinking equity: The critical driver of educational policy. Video posted in *The Canadian Journal of Teacher Research*, *March*. Available at http://www.teacherresearch.ca/blog/article/2014/03/22/243-video-rethinking-equity---the-critical-driver-of-educational-policy

Wright, S. (2013). *The power of student-driven learning*. Ted Talk available on YouTube at https://www.youtube.com/watch?v=3fMC-z7K0r4

Any supplemental resource as required by the instructor.

Assignment Due!

Assignment 1 – Reading Response Card 3 due November 8, 2017 in class.

Week 8/9 - November 15/20/22: Teaching Assignment

Assignment Due!

Assignment 3 – Teaching Assignment Due November 15/20/22, 2017 in class.

Week 10 – November 27/29: How Can We Support English Language Learners?

This class will examine ways in which teachers in the field foster achievement of ELL students in the field.

- What should we know about the current ELL population in Alberta?
- How can we support ELLs in the classroom, school, and community?
- How can we differentiate instruction and assessment for ELLs?
- What resources are available to the classroom teacher to support their teaching?
- What is academic language?
- What is transferred from the first language to the second language?

Required Reading:

Alberta Education. (2010). English Language Learners (ELL). In Alberta Education, *Making a difference: Meeting diverse learning needs with differentiated instruction* (pp. 143-170). Edmonton, AB: Author. Available at https://education.alberta.ca/media/1234045/makingadifference 2010.pdf

Supplemental Resources:

Alberta Education. (2017). Supporting English language learners: ELL Benchmarks (website). Edmonton, AB: Author. Retrieved from http://www.learnalberta.ca/content/eslapb/

Alberta School Boards Association. (2014). *ESL in Alberta schools: The reality*. Edmonton, AB: Author. Available at http://www.asba.ab.ca/wp-content/uploads/2014/07/fgm14sl_esl_ab.pdf

EAL Team SIS. (2014). *The importance of ELL strategies: Immersion*. Short film available on YouTube at https://www.youtube.com/watch?v=I6Y0HAjLKYI

Goldenberg, C. (2013). Unlocking the research on English learners: What we know-and don't yet know- about effective instruction. *American Educator, Summer*. 4-38. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=88779192 &site=ehost-live

Student Achievement Division. (2013). Canadian-born English language learners. *Capacity Building Series, 31*. Toronto, ON: Ontario Ministry of Education. Available at http://www.edugains.ca/resourcesLNS/Monographs/CapacityBuildingSeries/CBS CdnBornELL.pdf



Any supplemental resource as required by the instructor.

Assignment Due!

Assignment 4 – Theory to Practice Paper due November 27, 2017 in class.

Essential Question #3 – What is education for?

Week 11 – December 4/6: What is education for and what is schooling for? How will education and schooling look in the future?

This class will examine the future of education in Alberta specifically and in Canada more generally. Ultimately we will ask ourselves, what is education for?

- Examples of Inquiry in the Classroom
- The Vision of Education in Alberta
- The Role of Education in the 21st Century.

Required Readings:

- Den Boer, K. (2014). The full package. *The Alberta Teachers' Association Magazine*, 95. Available at http://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume%2095%202014-15/Number-3/Pages/TheFullPackage.aspx
- Friesen, S. (2009). *What did you do in school today? Teaching Effectiveness: A Framework and Rubric*. Toronto: Canadian Education Association. Available at http://www.galileo.org/cea-2009-wdydist-teaching.pdf

Supplemental Resources:

- Alberta Education. (2017). *Curriculum development*. Edmonton, AB: Author. Available from https://education.alberta.ca/curriculum-development/?searchMode=3
- Alberta Teachers' Association. (2014). Competencies or capabilities? *ATA Magazine*, 94(3). Edmonton, AB: Author. Available at http://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume-94/Number-3/Pages/Competencies-or-capabilities.aspx
- Assessing learner progress: Purpose of assessment. (2015). Rocky View Schools. Available at http://www.rockyview.ab.ca/21stC/assessing/purpose
- Friesen, S. & Scott, D. (2013). *Inquiry-based learning: A review of the research literature*. Edmonton, AB: Alberta Ministry of Education. Available at http://galileo.org/focus-on-inquiry-lit-review.pdf
- Hattie, J. (2013). Why are so many of our teachers and schools so successful? Ted Talk available on YouTube at https://www.youtube.com/watch?v=rzwJXUieD0U
- Lichtman, G. (2013). What 60 schools can tell us about teaching 21st century skills. Ted Talk available on YouTube at https://www.youtube.com/watch?v=UZEZTyxSl3g
- Robinson, K. (2013). *How to escape education's death valley*. Ted Talk available at https://www.ted.com/talks/ken robinson how to escape education s death valley

Any supplemental resource as required by the instructor.



ASSIGNMENTS:



Overview:

COURSE ASSIGNMENT	DESCRIPTION OF ASSIGNMENT	PERCENTAGE OF FINAL GRADE
Assignment #1 Reading Response Cards	Due September 20, October 11 & November 8 – brief responses to the readings assigned and the discussions held in class.	4% - Card 1 6% - Card 2 10% - Card 3
Assignment #2 Annotated Lesson Plan	Due October 4 – lesson plan on an everyday activity with detailed reflections on choices made for the lesson	25%
Learning Task #3 Teaching Assignment	Due November 15/20/22 – small group delivery of a lesson plan to be taught to the class with written self-reflection	10% - teaching 10% - self-reflection
Learning Task #4 Theory to Practice Paper	Due November 27 – paper that requires you to analyze and synthesize your experiences in field and the readings and discussions held in class.	35%

Preliminary detail on each of the tasks is provided below. More specific detail will be presented in class.

Assignment 1 – Reading Response Exit Cards (Individual)

For each of the weeks indicated above, students will be asked to respond to one or more questions based on the conversations in class and the readings assigned. These reading response cards will serve three purposes. First, they will prompt students to link the scholarship of teaching and learning to the pragmatics of teaching and learning. Second, they will provide students with a useful summary of the course conversations and readings to be used in other assignments. Third, they will allow students to gradually improve their abilities with academic reflection, a style of writing used extensively in education, in a grading format that accommodates for their emerging skills in this area.

- Each completed card will ask the student to answer the question for that week as well as to provide a minimum of 2 quotes from the required readings and an additional 2 quotes from any of the supplemental resources that they found thought-provoking.
- Cards will be graded according to the following rubric and may be used to guide the discussion for the following week.
- Cards will be due during the class period on the assigned due date.
- The first card may be returned to you with formative feedback and improvement before the grade is issued. The following two cards will be graded upon initial submission

Grading Rubric for Reading Response Exit Card Reading Response Exit Card: The reading response exit card evidences an ability to bring together scholarly and practitioner literature on essential questions of import to education with personal experience, insight and discussions in class. Students will link theory and practice and will make note of critical quotations, two from the required readings and two from the supplemental readings. The reading response exit cards will employ academic reflection, a form of writing that requires students to examine the topic from their own perceptions and then challenge or affirm those perceptions with the literature. All reading response exit cards will employ proper APA referencing and an attention to academic writing. **Response:** The response is appropriate, useful and offers a level of critical insight into your own experience. There is a deep and strongly supported understanding of the link between theory and practice and all quotations stand as support for the challenging or affirming of personal perception. **Reading:** The response clearly demonstrates a thorough understanding of the material read and stands as Criteria exceptionally evidence that all assigned reading has been completed and integrated for a complete understanding of link met between theory and practice regarding the selected essential question. It is evident that all materials have been (20)read and interpreted against personal experience. Writing: The response is written clearly and stands as a superior example free of errors. APA is used correctly and without errors.



Criteria well met (18)	Response: The response is clearly written and offers useful insight into your own experiences although there may be a lack of critical examination. There is an adequate understanding of the link between theory and practice and most quotations will stand as support for the challenging or affirming of personal perception. Reading: The response demonstrates an acceptable understanding of the material read and stands as evidence that all assigned reading has been completed, although there may be a lack of depth in its integration of theory and practice. It is clear that all materials have been read. Writing: The response is written clearly with only minimal errors that do not affect clarity. There may be minor errors in APA that do not affect the ability of the reader to locate information.
	Response: The response is adequate and offers some insight into your own experiences, although there is a lack of critical examination clearly evident. There is some understanding of the link between theory and practice as evidenced in the writing but the quotations chosen do not clearly support the challenging or affirming of personal perception.
Criteria met (15)	Reading: The response demonstrates an understanding of the material read although there is a lack of depth and, as a result, the integration of theory and practice is impeded. It is clear that all materials have been read although there is a lack of specificity and detail.
	Writing: The response is done adequately although it lacks depth and there are minimal errors that occasionally impede understanding. There may be minor errors in APA that may affect the ability of the reader to locate a minimal amount of the information presented.
	Response: The response is complete although the information provided lacks insight. There is a superficial understanding of the link between theory and practice in the writing however there is no clear challenging or affirming of personal perception. The quotations, while evident, do little to support the response.
Criteria somewhat met (12)	Reading: The response demonstrates a cursory understanding of the material read and the integration of theory and practice is not clear. While it can be assumed that all materials have been read, this is not clear and there is a lack of specificity and detail that causes one to question understanding or completion of the reading.
	Writing: The response has multiple minor errors that significantly impede meaning in several areas. There may be major errors in APA that may affect the ability of the reader to locate a large amount of the information presented.
Acknowledgement of submission (<12)	These are very poor efforts that do not demonstrate an understanding of the task or of the associated ideas/concepts. Please make an appointment with your instructor to discuss any assignment that receives this grade. Please note that instructors are not required nor expected to allow students to redo any assignment. Should this option be given, however, a maximum grade of 12/20 can be earned.

Assignment 2 – Annotated Lesson Plan (Group)

In pre-assigned, cooperative groups of 2-3 to be determined by your instructor, students will create a lesson plan using the lesson plan criteria employed in the field experience program. The topic of this lesson plan will be an everyday activity chosen by the group members. Examples include, but are not limited to, baking a cake, hooking up a DVD player or climbing a tree. All lesson plans will make use of the lesson plan template provided by your instructor and, as such, will incorporate and, thereby clarify, the basic elements of a sound lesson plan.

Also, your group will annotate the lesson plan that has been created. To this end you will be asked to record your thoughts and decision-making processes while creating the lesson plan. This may be done in a variety of ways and will be discussed in class by your instructor. Simply put, however, you will record on the lesson plan the reasons for the choices that you have made and the intended results of creating the lesson in the manner in which you have done.

Note: These lesson plans are not to be curricular in nature nor are they to be associated with your teachable subject area. The goal here is to examine why we make the choices we make when planning instruction and task design for others, not to focus on the Alberta Programs of Study, which are, at this point, out of context.



Grading Rubric for Annotated Lesson Plan Assignment

Annotated Lesson Plan Design: The lesson plan evidences clarity of purpose and attends to all elements of sound planning for learning. There is clear understanding of the need to link assessment and objectives and of the need to employ a variety of assessments, both formative and summative, to ensure a clear picture of student learning. The tasks in which students are asked to engage requires them to interact with their subject matter and one another in a variety of ways. Multiple teaching strategies are employed to ensure maximum understanding for all. The lesson plan is coherent and shows clear evidence of thoughtful decision-making around what the teacher will be doing and what the students will be doing. There is evidence of innovative, creative thinking in the ways in which the lesson plan is developed. All annotations stand as evidence of a well-developed and clear decision-making process at play. The annotated comments allow us to see clearly the thinking process employed and the annotated lesson plan is written clearly, evidencing sophisticated and cogent understandings and analyses.

Note: All group members will receive the same grade unless evidence exists to suggest otherwise. If there is sufficient evidence to			
suggest that an individual has not made substantive contributions to a group assignment, the individual may be required to submit an alternative assignment that is negotiated with the particular instructor OR the individual may receive a mark of '0'.			
submit all afternative	Clarity of Purpose: The work shows evidence of careful and thoughtful planning and reveals a superior understanding of the roles of teachers and students in the lesson by providing opportunities for students to have agency during the lesson. All elements are interconnected for a pedagogical purpose and assessment, objectives and teaching and learning strategies are employed with purpose and clarity, ensuring multiple entry points into the learning.		
Criteria exceptionally met (20)	Interconnectedness of Planning Elements: Assessment, objectives and teaching/learning strategies are implemented seamlessly toward the same goal and show evidence of multiple pathways for student engagement. Assessment stands as evidence that learning has occurred. The plan stands as evidence of attention to innovation and creativity.		
	Annotations: Annotations display a sophisticated and elegant understanding/analysis of the role of planning in the teacher-student relationship. The annotated lesson plan is written clearly and stands as a superior example free of errors.		
	Clarity of Purpose: The work shows evidence of careful and thoughtful planning and reveals a strong understanding of the interconnected roles of teachers and students in the lesson. All elements are present and there is a clear pedagogical purpose in the plan.		
Criteria well met (18)	Interconnectedness of Planning Elements: Assessment, objectives and teaching/learning strategies are presented and show an attention to variation in their employ. There is evidence of innovation and creativity.		
	Annotations: Annotations show a competent understanding, if not analysis, of the role of planning in the teacher-student relationship. The annotated lesson plan is well written and easily understood.		
	Clarity of Purpose: The work is a good effort and reveals a competent understanding of the role of teachers in the creation of a plan. All elements are present and fulfill a pedagogical purpose, however there is limited attention given to learners as equal partners in the pedagogical relationship.		
Criteria met (15)	Interconnectedness of Planning Elements: There are minor albeit present issues with assessment, objectives or teaching strategies employed including but not limited to a lack of variety or connection to one another. There is limited evidence of an attention to innovation and creativity.		
	Annotations: The annotations show a competent understanding of the role of the teacher in planning although the decisions made do not reflect the importance of the learner in the planning process. The annotated lesson plan is clear although minor errors are present which do not significantly compromise the overall quality.		
	Clarity of Purpose: There is evidence of limited understanding of the importance of including all of the aspects of the lesson plan template. The pedagogical purpose of the lesson is present but not clear and there is little understanding shown of the role of learners as equal partners in the pedagogical relationship.		
Criteria somewhat met (12)	Interconnectedness of Planning Elements: There are consistent issues present with assessment, objectives and/or teaching strategies employed including, but not limited to, a lack of understanding of the role of the lesson plan element or its inappropriate use. There is a lack of attention to innovation and creativity.		
	Annotations: The annotations are clear descriptions of what is being done although clear analysis of why choices have been made may be lacking. The annotated lesson plan as a document experiences deficiencies however they are minimal and do not significantly compromise the overall quality.		



Acknowledgement of submission (<12)

These are very poor efforts that do not demonstrate an understanding of the task or of the associated ideas/concepts. Please make an appointment with your instructor to discuss any assignment that receives this grade. Please note that instructors are not required nor expected to allow students to rewrite any assignment. Should this option be given, however, a maximum grade of 12/20 can be earned.

Assignment 3 – Teaching Assignment (Group/Individual)

Part One: In pre-assigned, cooperative groups of 3-5 to be determined by your instructor, students will be asked to teach a lesson to their classmates on an everyday topic of interest to them. Examples include, but are not limited to, baking a cake, hooking up a DVD player or climbing a tree. The group may choose to create a new lesson plan or they may choose to use one of the plans created as part of Assignment 2. Should the group choose to create a new plan, they will be asked to fill in the lesson plan template although it would not need to be annotated. This assignment will allow students the opportunity to put into practice what they have seen in the field as they teach their classmates using a variety of teaching strategies designed to meet carefully crafted, appropriately assessed objectives. Each member of the group must be responsible for at least one part of the lesson and various parts may be team-taught by pairs within the group.

Part Two: Following the lesson, each individual will be asked to complete a two-page written reflection on his or her perceptions of the teaching experience. This reflection, which will be double-spaced, 12-point font, Times New Roman, will focus on six key areas.

- Did I employ a variety of teaching strategies effectively? What made them effective/ineffective?
- Did I adapt instruction to address diverse learner needs? How or how not?
- Did I manage to fulfill and assess the objectives I set out for the learners? Why or why not?
- How did I use formative assessment? Was it an integral part of the learning experience?
- What went really well in this lesson and what could be changed?
- How did I feel being in front of a class? Was it comfortable for me? What might I need to work on to make it more natural?

Note: The lesson delivered is not to be curricular in nature nor is it to be associated with your teachable subject area. The goal here is to choose and employ a variety of teaching strategies and to then to evaluate the result.

Grading Rubric for Teaching Assignment

Part One: The teaching assignment is delivered to the class in a natural and comfortable way. Those students teaching are organized and well prepared to teach the class. There is evidence that they have made critical decisions beforehand about roles and responsibilities of all group members, resulting in a smoothly run class for the learners. The class material presented demonstrates a clear understanding on the part of the teachers of the objectives for the lesson. Students are invited into the learning experience in various ways and are encouraged to engage with the material and with one another. Assessment practices serve to enhance the value of the lesson and are appropriate to the task and to the objectives being met. All teachers are involved and act as critical members of the teaching team. They make preliminary attempts to establish pedagogical relationships and strive to connect with the learners.

Note: Not all group members will necessarily receive the same grade as differences in delivery may vary. If there is sufficient evidence to suggest that an individual has not made substantive contributions to a group assignment, the individual may be required to submit an alternative assignment that is negotiated with the particular instructor OR the individual may receive a mark of '0'.

Criteria exceptionally met (20)

Delivery: The lesson begins with an innovative and compelling introduction that not only garners the interest of the students but also provides them with multiple entry points into the learning. The teaching assignment is delivered to the class in a natural and collaborative manner, demonstrating that those teaching have made critical and shared decisions beforehand about roles and responsibilities of all group members resulting in a seamless sharing of teaching responsibilities. The lesson not only runs smoothly but is able to be responsive to the needs of students. There is a dynamic understanding among the teachers of the objectives for the lesson resulting in multiple choices for students and multiple instructional strategies all designed to accomplish those objectives. There is a responsive and confident delivery of the lesson.

Engagement: There are a number of instructional strategies employed to reach a variety of learners and there are multiple entry points into the learning for a variety of learners, including multiple ways for students to demonstrate what they know. Students are encouraged to engage with the material and one another in a variety of ways. Teachers are able to immediately establish comfortable and appropriate pedagogical relationships with their students and are able to connect with learners in order to increase engagement.



	Assessment: Assessment practices serve as an integral part of the lesson and are appropriate to the task and to the objectives being met. Assessment drives instruction and teachers are able to use formative assessment to make changes to instruction as needed. There is a clear and purposeful implementation of formative assessment at play throughout the lesson, which consistently informs the progression of the learning.
	Delivery: The lesson begins with a creative introduction designed to garner the interest of the students. The teaching assignment is delivered to the class in a natural manner, with each member taking equal responsibility for delivery of the lesson. The lesson generally runs smoothly and there is a clear understanding on the part of the teachers of the objectives for the lesson and the varied ways in which students might accomplish those objectives. There is a dynamic and confident delivery of the lesson.
Criteria well met (18)	Engagement: There are a number of instructional strategies employed to reach a variety of learners and students are provided with options within the course of the lesson in an effort to reach as many students as possible within a structured lesson. Students are provided with options regarding how they might engage with the material and one another. Teachers make clear and appropriate attempts to establish pedagogical relationships with their students and strive to connect with learners in order to increase engagement.
	Assessment: Assessment practices serve to enhance the value of the lesson and are appropriate to the task and to the objectives being met. Formative assessment takes place throughout the lesson, which occasionally informs the progression of the learning.
Criteria met (15)	Delivery: The lesson makes use of an interesting although perhaps predictable introduction to garner the interest of the students. The teaching assignment is delivered to the class in an organized and equally shared manner with certain members taking leadership positions for portions of the lesson. The lesson runs in an organized manner although may be choppy and there is an understanding on the part of the teachers of the objectives for the lesson, however all students will follow the same path in the attainment of those objectives. The lesson delivery is competent and organized.
	Engagement: There are a number of instructional strategies employed to reach a variety of learners, however all students are presented with one opportunity to demonstrate what they know. Students are encouraged to engage with the material and one another in an organized manner, resulting in adequate interest on the part of the students. Teachers make preliminary attempts to establish pedagogical relationships with their students however this may feel unnatural occasionally.
	Assessment: Assessment practices adequately evaluate the objectives of the lesson and are appropriate to the task and to the objectives being met. Assessment occurs primarily at the end of the lesson and, while formative assessment is present, it is only of minimal benefit to the students during the lesson.
Criteria somewhat met (12)	Delivery: There is an introduction to the lesson although it lacks creativity and, as such, only hooks some of the learners. The teaching assignment is delivered to the class in an organized yet occasionally unequal manner with certain members maintaining leadership positions and others maintaining support positions for a majority of the lesson. The lesson is occasionally disorganized, resulting in occasional interruptions to the learning. The teachers experience occasional uncertainty as to the objectives for the lesson, however most students do manage to fulfill the objectives in a linear and standardized manner. The lesson delivery is competent although occasionally disorganized.
	Engagement: The number of instructional strategies employed is limited and succeeds in reaching only a partial number of learners. Students are expected to demonstrate what they know in one way. Students are encouraged to engage with the material and one another, however this may lack organization and, as such, results in a lesson that feels chaotic. Teachers attempt to establish pedagogical relationships in a superficial way with their students causing it to feel unnatural for a majority of the lesson.
	Assessment: Assessment practices are evident, however they do not clearly evaluate the objectives of the lesson and may be inappropriate to the task and to the objectives being met. Assessment occurs only at the end of the lesson and, while formative assessment may be present, it does not influence the lesson throughout.
Acknowledgement of submission (<12)	These are very poor efforts that do not demonstrate an understanding of the assignment or of the associated ideas/concepts. Please make an appointment with your instructor to discuss any assignment that receives this grade. Please note that instructors are not required nor expected to allow students to redo any assignment. Should this option be given, however, a maximum grade of 12/20 can be earned.
	itical feedback on the quality of your engagement in the group and of your contributions as a teacher. You fully your ideas in relation to the six themes with consistent efforts to deepen the reflection through questioning.



Criteria exceptionally met (20)	Reflection: The reflection is appropriate, useful and offers a level of critical insight into your own experience that might enable you to significantly improve your work in the future. Themes: You offer elegant insights into the six themes presented. Writing: The reflection is written clearly and stands as a superior example free of errors.
Criteria well met (18)	Reflection: The reflection is clearly written and offers useful insight into your own experiences that may be used in future although there may be a lack of critical examination. Themes: You offer insight into the six themes presented, although there is room for more analysis. Writing: The reflection is written clearly with only minimal errors that do not affect clarity.
Criteria met (15)	Reflection: The reflection is adequate and offers some insight into your own experiences. Themes: The six themes are addressed although there is a lack of depth and, as a result, lingering questions remain as to your participation in the teaching assignment. Writing: The reflection is done adequately although lacks depth and there are minimal errors that occasionally impede understanding.
Criteria somewhat met (12)	Reflection: The reflection is complete although the information provided lacks insight. Themes: The six themes are addressed but the lack of depth leads to lingering questions regarding your participation and engagement with the teaching assignment. Writing: The reflection has multiple minor errors that significantly impede meaning in several areas.
Acknowledgement of submission (<12)	These are very poor efforts that do not demonstrate an understanding of the task or of the associated ideas/concepts. Please make an appointment with your instructor to discuss any assignment that receives this grade. Please note that instructors are not required nor expected to allow students to redo any assignment. Should this option be given, however, a maximum grade of 12/20 can be earned.

Assignment 4 – Theory to Practice Paper (Individual)

The purpose of the *Theory to Practice* assignment is for you to synthesize your learning from both this course and your time in Field Experience I. To this end, you will compose a paper (5-6 pages, double-spaced, 12 point font) reflecting on, analyzing and synthesizing your experiences, insights and learning from each week of the course as well as your two weeks in field experience. Focus on two or three topics or themes that have emerged as areas of interest or inquiry for you and support your thoughts with references to your Field Experience Portfolio, readings from EDUC 430 and learning from other on-campus courses. This paper must go beyond simple description of your experience, and is not intended to be a comparison of the two schools. Your composition should demonstrate deep analysis and synthesis of your experiences and your learning about the culture of schools, your emergent teacher identity and the pragmatics of learning and teaching.

Grading Rubric for T	Grading Rubric for Theory to Practice Paper		
	per: The paper evidences an ability to bring together scholarly and practitioner literature with experiences in		
field experience, person	field experience, personal experience, insight and discussions in class. Students will link theory and practice and will make analyze		
critical themes that hav	critical themes that have arisen as a result of the semester's study. The purpose of the paper will be to show that you have grown from		
unquestioned beliefs, ex	unquestioned beliefs, examining both the ideal and the reality, while calling into question your preconceived notions of schooling and		
education. All papers v	education. All papers will employ proper APA referencing and an attention to academic writing.		
	Response: There is critical insight into your own experiences and beliefs. There is a strong and consistently supported critical analysis of the interplay between theory and practice. You use course readings to critically		
Criteria exceptionally	challenge and reflect upon your emerging teacher identity.		
met			
(20)	Writing: The response is written clearly and stands as a superior example free of errors. APA 6 th edition is used correctly and without errors.		



Criteria well met (18)	Response: There is useful insight into your own experiences and beliefs. There is a proficient critical analysis of the interplay between theory and practice. You use course readings to challenge and reflect upon your emerging teacher identity. Writing: The response is written clearly with only minimal errors that do not affect clarity. There may be minor errors in APA that do not affect the ability of the reader to locate information.
Criteria met (15)	Response: There is some insight into your own experiences and beliefs. There is a critical analysis of the interplay between theory and practice. You use course readings to reflect upon your emerging teacher identity. Writing: The response is done adequately although it lacks depth and there are minimal errors that occasionally impede understanding. There may be minor errors in APA that may affect the ability of the reader to locate a minimal amount of the information presented.
Criteria somewhat met (12)	Response: There is limited insight into your own experiences and beliefs. There is a some analysis of the interplay between theory and practice. You use course readings to address your emerging teacher identity. Writing: The response has multiple minor errors that significantly impede meaning in several areas. There may be major errors in APA that may affect the ability of the reader to locate a large amount of the information presented.
Acknowledgement of submission (<12)	These are very poor efforts that do not demonstrate an understanding of the task or of the associated ideas/concepts. Please make an appointment with your instructor to discuss any assignment that receives this grade. Please note that instructors are not required nor expected to allow students to redo any assignment. Should this option be given, however, a maximum grade of 12/20 can be earned.

GRADING

Grade	GPA Value	%	Description per University of Calgary Calendar	
A^{+}	4.0	95-100	Outstanding	
A	4.0	90–94	Excellent – Superior performance showing comprehensive understanding of the subject matter	
A^{-}	3.7	85–89		
B^{+}	3.3	80-84		
В	3.0	75–79	Good – clearly above average performance with knowledge of subject matter generally complete	
B^{-}	2.7	70–74		
C^+	2.3	65–69		
C	2.0	60–64	Satisfactory, basis and austonding of the subject motter	
C ⁻	1.7	55–59	Satisfactory - basic understanding of the subject matter	
D^{+}	1.3	52-54	Minimal nace Marginal performance	
D	1.0	50-51	Minimal pass – Marginal performance	
F	0.0	49 and lower	Fail – Unsatisfactory performance	

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.



Academic Accommodation: Students with a disability, who require academic accommodation, need to register with Student Accessibility Services http://www.ucalgary.ca/access/ located in MSC 452, Telephone: 210-6019. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. It is a student's responsibility to register with the Student Accessibility Services and to request academic accommodation, if required.

Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation.

B.1.1 Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the appropriate Associate Dean, Department Head or the department/faculty designated contact person. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/

Mental Health:

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website

Centre, <u>ucalgary.ca/wellnesscentre/counselling/personal/</u>) and the Campus Mental Health Strategy website (<u>ucalgary.ca/mentalhealth</u>).

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit assignments, or submit/return assignments as electronic files attached to private e-mail messages.

Intellectual honesty/Plagiarism: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. As a result, cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offence, the penalty for which may be an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw.

The University of Calgary Calendar states that plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- (a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) Parts of the work are taken from another source without reference to the original author,
- (c) The whole work (e.g., an essay) is copied from another source, and/or,
- (d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. Plagiarism occurs not only when direct quotations are taken form a source without specific acknowledgement, but also when original ideas or data form the source are not acknowledged. A bibliography is insufficient to establish which portions of the students' work are taken form external sources, footnotes or other recognized forms of citation must be used for this purpose.

Cheating is an extremely serious academic offence. Cheating at tests or examinations includes but is not limited to



dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

Other Academic Misconduct includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

Emergency Evacuation/Assembly Points: For the Education Block and Education Tower: Scurfield Hall [Primary Assembly Point]; Atrium Professional Faculties Food Court [Alternate Assembly Point]

Safewalk: Promoting Campus Safety and Awareness: Twenty four hours a day, seven days a week, Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors. Safewalks are done in male/female pairs. The volunteers walk anywhere on campus (including McMahon Stadium, Health Sciences, Student Family Housing, the Alberta Children's Hospital and the University LRT station). To request a Safewalk volunteer to walk with you,

- Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
- Use the Help Phones (they are not just for emergencies)
- Approach an on-duty Safewalker and request a walk.

Student Union Representative: The Faculty Representative, Werklund School of Education for 2017-2018 is Megan Tak Sum Leung, educrep@su.ucalgary.ca

Education Students Association President: The Werklund School of Education's ESA President for 2017 – 2018 is Carson Reveen esa@ucalgary.ca/ careveen@ucalgary.ca

Student Ombuds Office: http://www.ucalgary.ca/ombuds/