

EDUC 201: Introduction to Educational Studies
Spring 2025*Erin Spring*

“To refuse to participate in the shaping of our future is to give it up. Do not be misled into passivity either by false security (they are not talking about me) or by despair (there is nothing we can do). Each of us must find our work and do it.”

(Audre Lorde, 1984, p. 136)

Lorde, A. (1984). *Sister outsider: Essays and speeches*. Crossing Press.

Land Acknowledgement: *Welcome to EDUC 201, at the Werklund School of Education, University of Calgary. As we come together to question, understand, and (re)imagine the role and purpose of education, schools, and learning in Introduction to Educational Studies, I would like to take the opportunity to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta where the course and our learning takes shape. The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).*

Term Dates: May 1-June 16

Class Dates: May 5 – June 16

No Class: May 19

Last day to Add / Drop / Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisites: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education (UPE) for questions related to re-requisite courses.

Office Hours: Dr. McDermott will discuss the possibilities and limitations of a scheduled office hours for an online course during our first synchronous session. Sometimes a casual conversation, without having to

schedule something (thus making it more formal) can be quite generative for learning and relationship building. If there is a time that will work (e.g., lunch-time during the week), you are encouraged to stop by with your questions, curiosities, and whatever else might show up during the term. If something else comes up, you are welcome to contact Dr. McDermott to set up an appointment. We will discuss this further in class.

Email Policy: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence. When communicating by email, remember you are communicating formally, and as such should avoid use of social media / texting style shorthand. Again, we will broach this in class.

Course Description

Introduction to Education Studies takes up fundamental questions that underpin key considerations / topics / tensions in schooling and education including:

- Why should children be educated?
- How should children be educated?
- What should children learn?
- Where should children learn?
- Who should control and make decisions about education?

Through a disposition of **defamiliarization (making the familiar strange)** the intention of the course is to challenge and expand your views and preconceptions on education and present different imaginations / perspectives for you to consider. You are invited to question the opinions you hold and consider the strengths and limitations of the ideas / positions presented.

Course Design and Delivery: This course is an online course with both synchronous and asynchronous modes of communication through Zoom and D2L respectively. As an approach to lectures and synchronous activities, I may infuse various technological platforms for student engagement and interaction. Having a laptop, cell phone, or tablet with internet capabilities will help facilitate your ability to participate in these aspects of the course with minimal interruption. It is also recommended that you consider having headphones, particularly if you are in a space where other activities are happening.

Please note that my approach to lectures is to draw on and expand my interpretations of the key ideas in the assigned readings and related literature. The lectures will not summarize or fully review the readings; instead, my intention will be to amplify central questions / ideas / themes, connect information, and offer multiple perspectives. The expectation is that you have read / listened / watched or otherwise engaged the texts on your own (prior to the class in which they are assigned). Given this is a condensed term, the readings / texts / materials for each week are quite extensive. To support your learning and engagement in the course, it is crucial that you prepare for each week by completing the readings before the Monday synchronous session.

Some Notes on Preparing for Each Class

You will need to undertake a considerable amount of independent reading, both allotted for each class and in preparation for your assignments in order to consolidate and extend what is discussed during each class session. To derive fertile benefit, **you should read / watch / listen to the assigned course materials prior to the Monday synchronous session of each week** and be prepared to do further reading throughout the course.

Because school is such a central feature of our contemporary lives, there are many aspects of it that remain unquestioned (and even unquestionable). This is why we are approaching the course through the disposition of *study* in community. In study groups, communities read and discuss common texts as they relate to lived experiences and help us reimagine other ways of knowing, doing, being, and relating in the world. In this course, we will be taking time to ask about the why and how of our habits and assumptions when it comes to schools and education. I hope you surrender to the curiosity of possibility, to the speculative or subjunctive mode of “what if..?”

Learner Outcomes:

Learner outcomes are a common expectation within course design; and as we will attend to in class, they are a ripe space to question some of our assumptions about teaching and learning. As a teacher, when designing courses, I most certainly have intentions, hopes, and desires for potential learning that might be made available through the materials and activities. However, I do not believe in any sense of guarantee, or direct relation from what is taught and what is learned (a transactional and controlling approach to teaching). That said, I am also bound to articulate the learner outcomes for the course. Please embrace these as an invitation

into learning possibilities, while leaving yourself open to what has not and cannot be imagined in advance of the course unfolding.

As a student and active participant in the course, you are invited to:

- Identify and engage key theoretical debates and issues in education;
- Consider and discuss positions, orientations, logics, and directions within educational debates, including their convergences and divergences or possibilities and limitations;
- Grow your capacity to represent, support, and articulate an informed position on key sociology of education questions.

Required Resources: You will find active links to the resources, including library holdings as well as Leganto where you can download PDF's for the course resources in the Weekly Course Schedule below. You can find the Leganto list by going to the course shell in D2L under 'My Tools', as well, here is a direct link:

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/25369263660004336?auth=S

AML

Additional Resources: As needed, the instructional team may provide additional sources for you to access in support of your learning and interests.

Assignment Overview

There are three assignments designed to invite you into the learning potentials for this course. As they support the learning possibilities and are interconnected, all three must be submitted for successful completion of the course.

Assignment Name	Description	Group / Individual	Weight	Due Date
#1. Carrier Bag: Being and becoming in community worldbuilding	Part A: Weekly contributions to reading / writing / thinking / doing in asynchronous and synchronous aspects of the work. Your contribution, what you bring	Individual	Part A: 15%	Part A: Ongoing

	<p>into the course from your carrier bag and how that contributes to the community worldbuilding.</p> <p>Part B: Reflection on your contributions (what you offered from your carrier bag) and your learnings (what you will carry forth from the class)</p>		Part B: 10%	Part B: June 16-18
#2. How to read now: Writing with texts	Practicing reading habits for educational studies	Individual	5 submissions x 5% each = 25%	Ongoing (see schedule below)
# 3. Worldbuilding for educational futures	<p>Part A: In groups of 3-4, you will create the world / region in response to the “Education 2048” prompt from Andreotti (2021).</p> <p>Part B: Each member of the group will search for, find, and integrate a peer-reviewed journal article relevant to the group’s worldbuilding for mutual flourishing.</p>	<p>Part A: Group</p> <p>Part B: Individual</p>	<p>Part A: 40%</p> <p>Part B: 10%</p>	

Dates	Topics	Readings / Texts / Materials	Due Dates
Week 1: May 5 & May 7	Teaching & Education as Worldbuilding	<p>For Monday May 5:</p> <p>Read course outline</p>	<p>How to read now submission # 1</p>

Nicols, T. P. and O'Sullivan, B. (2019). Classroom cosmopolitics: Worldbuilding for mutual flourishing. In K. Lenters and M. McDermott (Eds.), *Affect, embodiment, and place in critical literacy: Assembling theory and practice* (pp.126-134). Routledge.

<https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780429027840-13/classroom-cosmopolitics-philip-nichols-brianne-sullivan>

Tomin, G. (2020). Worlds in the making: World building, hope, and collaborative uncertainty. *Journal of the American Association for the Advancement of Curriculum Studies*, 14(1), 1-15.

<https://ojs.library.ubc.ca/index.php/jaaacs/article/view/192633>

For Wednesday May 7:

Andreotti, V. D. O. (2021). The task of education as we confront the potential for social and ecological collapse. *Ethics and Education*, 16(2), 143-158.

<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/17449642.2021.1896632>

Discuss reading practices, annotation, note taking

Week 2
May 12
& May
14

What is
education for?

Biesta, G. (2015, March 9). *What really matters in education* [Video] YouTube.

<https://www.youtube.com/watch?v=CLcphZTGejc>

Facer, K. (2019). Storytelling in troubled times: What is the role for educators in the deep crises of the 21st century? *Literacy: UKLA*, 53(1), 3-13

<https://onlinelibrary-wiley->

How to read
now
submission # 2
due May 12

com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/lit.12176

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Wolberg, L. S., de Ruyter, D. J., & Schinkel, A. (2017).

Formal criteria for the concept of human flourishing:
The first step in defending flourishing as an ideal aim
of education. *Ethics and Education*, 10(1), 118-129.

<https://www.tandfonline->

[com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/17449642.2014.998](https://com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/17449642.2014.998032)

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Common Worlds Research Collective (2020). (UNESCO)

Learning to become *with* the world: Education for
survival. Paper commissioned for the UNESCO
Futures of Education report.

[https://unesdoc.unesco.org/ark:/48223/pf000037403](https://unesdoc.unesco.org/ark:/48223/pf0000374032)

2

Week 3
May 19
(no class)
& May
21

How & where do
children learn /

Hay, P. (2023). Creative pedagogies: School without walls
and forest of imagination. *International Journal of
Art. & Design Education*, 43(3), Revisiting Art's
Education, 396-414. [https://onlinelibrary-wiley-](https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/jade.12512)
com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/jade.12512

Adsit-Morris, C. (2017). Doing: Exploring the lost streams of

Vancouver through eco-art. In *Restorying
environmental education: Figurations, fictions, and
feral subjectivities* (pp. 55-79). Palgrave MacMillan.

[https://link-springer-](https://link-springer-com.ezproxy.lib.ucalgary.ca/chapter/10.1007/978-3-319-48796-0_4)

[com.ezproxy.lib.ucalgary.ca/chapter/10.1007/978-3-319-48796-](https://com.ezproxy.lib.ucalgary.ca/chapter/10.1007/978-3-319-48796-0_4)

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On considering AI use in assignments: Choose one

Zewe, A. (2025, January 17). Explained: Generative AI's
environmental impact. MIT News: On campus and
around the world.

Get into
worldbuilding
groups

How to read
now
submission # 3
due May 21

<https://news.mit.edu/2025/explained-generative-ai-environmental-impact-0117>

OR

Raicu, I. (2023, September 18). On AI ethics and the environment: Generating awareness. Markkula Center for Applied Ethics.

<https://www.scu.edu/ethics/internet-ethics-blog/on-ai-ethics-and-the-environment/>

Week 4 May 26 & May 28	Education, schools, society entanglements of and for belonging	<p>Yoon, I. H. (2019). Haunted trauma narratives of inclusion, race, and disability in a school community. <i>Educational Studies</i>, 55(4), 420-435. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00131946.2019.1629926</p> <p>Kuttner, P. J. (2023). The right to belong in school: A critical, transdisciplinary conceptualization of school belonging. <i>AERA Open</i>, 9(1), 1-12. https://journals.sagepub.com/doi/10.1177/23328584231183407</p> <p>Zaragosa, N. (2018). Including families in the teaching and learning process. In S. R. Steinberg (Ed.), <i>Classroom teaching: An introduction</i> (pp. 91-104). Peter Lang. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25369417100004336?auth=SAML</p> <p>Sharma, M., & Portelli, J. P. (2014). Uprooting and settling in: The invisible strength of deficit thinking. <i>LEARNING Landscapes</i>, 8(1), 251-266. https://learninglandscapes.ca/index.php/learnland/article/view/684</p>	<p>How to read now submission # 4 due May 26</p> <p>Select your peer-reviewed article for Assignment 3 Part B</p>
Week 5 June 2 & June 4	Education as the practice of freedom / Images	<p>hooks, b. (1994). Engaged pedagogy. In <i>Teaching to transgress: Education as the practice of freedom</i> (13-22). Routledge. https://www-taylorfrancis-</p>	<p>Prepared notes on your selected article</p>

	of teachers & Teacher discernment / teachers and students are whole and complex beings	com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/ 9780203700280-2/engaged-pedagogy-bell-hooks Heilman, E. E. (2018). The 'social' dimensions of classroom teaching. In S. R. Steinberg (Ed.), <i>Classroom teaching: An introduction</i> (pp. 81-90). Peter Lang. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UC ALG_INST/citation/25369477060004336?auth=SAML	& it's contribution to worldbuilding for Assignment 3 Part B. Be prepared to share with your group. Due June 2.
Week 6 June 9 & June 11	What is taught & who decides	Kincheloe, J. L. (2018). Curriculum: Understanding what we teach and where we teach it. In S. R. Steinberg (Ed.), <i>Classroom teaching: An introduction</i> (pp. 47-57). Peter Lang. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UC ALG_INST/citation/25369482380004336?auth=SAML Donald, D. (2021). We need a new story: Walking and the wâhkôhtowin imagination. <i>Journal of the Canadian Association for Curriculum Studies (JCACS)</i> , 18(2), 53- https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40 492 Kanu, Y., & Glor, M. (2006). 'Currere' to the rescue? Teachers as 'amateur intellectuals' in a knowledge society. <i>Journal of the Canadian Association for Curriculum Studies</i> , 4(2), 101-122. https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/17 007 Eisner, E. (2002). The three curricula that all schools teach. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UC ALG_INST/citation/25369280880004336?auth=SAML	How to read now submission # 5 due June 9

Week 7	Global	Ensure your group has practiced to stay within the agreed	Assignment 3
June 16	Installation of	upon time for your presentation of your region and	Worldbuilding
	Regions:	recommendations for Education 2048	for
	Celebration of		Educational
	learning		Futures
			presentations

Changes to Schedule:

Please note that changes to the schedule may occur to meet the emerging needs, desires, interests, and dynamics of participants in the course.

****Statement on Caregiving****

Many students have care responsibilities in their lives (whether for children, [grand]parents, siblings, cousins, or others). If your care needs ever come into conflict with the course schedule, alternative arrangements may be made. It is understood that sometimes carefully curated plans come undone, and that being an online course, know that children and others you are caring for are welcome in our synchronous sessions. In circumstances where this is not appropriate or possible for you, please do contact the course instructor at your earliest chance to minimize constraints on your participation in the course. If you have any questions about this, please contact your course instructor.

Description of Assignments and Assessments

There are three assignments designed to invite you into the learning possibilities for this course. As they support the learning possibilities and are interconnected, all three must be submitted for successful completion of the course.

General discussion on Assignments and AI

A note on orientation to the assignments. You are invited to embrace the descriptions below and discussed in class as enabling constraints. As a teacher I carry forth certain desires for learning within the courses I create. Yet I hope and encourage students not to be limited by my desires or imagination. I encourage play, creativity, and expansiveness in the way you approach each learning project. In this way, the descriptions presented are meant to provide you with a sense of the container within which you can play, this is what I mean by enabling constraints. This is not an “anything goes”, simultaneously it is also capacious with much room for you to

express yourself and what you carry into the work (desires, experiences, interests). I recognize that this approach can create concern for learners who are more accustomed to very specific requirements and rubrics for their assignments. We will work through this together in class!

Artificial Intelligence (AI) Statement—Some Use Permitted:

Whenever new tools / technologies are introduced in society, particularly at the scale of Artificial Intelligence in contemporary times, they shake things up. For instance, we may not think about pencils and pens as technology that changed the way we think, learn, and communicate, however as a technology of literacy (along with the printing press) our brains no longer needed to remember things in the same way, and this had profound effects on what knowledge came to have value. Given that this course attends to the foundational, philosophical, sociological questions in educational studies, the use of AI is a site of fruitful conversation and contemplation. Within this course, then, we will together discuss the possibilities and limitations of AI (for instance, it has astounding environmental effects, with relatively unfathomable carbon footprint) and come to an agreement about how we might work with AI. Indeed, this might be a topic you choose to delve into further in one or more of the assignments!

That said, though, any use of AI must be explicitly declared in your assignment (preferably on the title / cover page). In addition, so that this can be a site of / for learning within the course, any ideas you have for the use of AI beyond copy editing assistance for discrete sentences or short excerpts and general inquiries for clarity of understanding must be proposed to and agreed upon with the instructor and / or teaching assistants. If students identify a creative and generative way of engaging AI as part of their assignments, approval by the instructor is required. Use of AI tools without a documented agreement between instructor and student will be considered ‘unauthorized assistance’ and / or ‘failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessment in their courses’ under the University of Calgary’s Student Academic Misconduct Policy (see below).

Description of Assignments

<i>Assignment</i>	Assignment 1	Assignment 2	Assignment 3
<i>Name</i>	Carrier Bag: Being and becoming in community	How to read now: Practicing reading habits for educational studies	Worldbuilding for educational futures
<i>% of Final Mark</i>	Part A: 15% Part B: 10%	25%	Part A: 40% Part B: 10%
<i>Due date(s)</i>	Part A: Ongoing Part B: June 16-18	Due by 12:00 pm in D2L: #1—May 7, 5% #2—May 12, 5% #3—May 21, 5% #4—May 26, 5% #5—June 9, 5%	Part A (group): June 16 Part B (individual): June 2
<i>Description</i>	This course invites us to be curious about what we think we know about schooling and education. Many conventional models position students as passive recipients of static knowledge deposited by expert / all-knowing teachers (see, Freire, 1986). This assignment, instead, emphasizes that what world(s) we make through this course are specific based on what each of us brings with us into the classroom from our carrier bags (interests,	There are several aspects of this assignment that I hope will prepare you for cultivating generative and relational reading practices in your degree and beyond. See further details below this table. <u>The Enabling Constraints:</u> <u>One-One-One</u> Select <u>ONE</u> of the assigned texts for the upcoming week and write with it. Be sure to use APA 7 for both in-text citations and the reference list. Select <u>ONE</u> quote or concept / idea from that text and write	Part A: In groups of 3-4 (determined based on course enrollment numbers), you will create a Region that might exist in 2048 based on the Thought Experiment in Andreotti (2021) [read in week 1 of the course]. As we will discuss throughout the course, education is entangled with many aspects of the world (cultural, sensorial-physical, structural, and social). You will take up

<p>experiences, desires, institutional biographies). The questions become how will you show up to the world we will build in this course? What response-abilities or obligations do you carry with you into the contributions you will make in shaping (y)our world? What does being present and listening feel like for you? How will you be active in your own learning? What might being answerable to one another as a community feel like?</p> <p>We will each set intentions for engagement and participation at the beginning of the course and then in PART B (in approximately 300-500 words), you will reflect on your role in the world of EDUC 201 Spring 2025 in relation to your learning, unlearning, continued or newly articulated curiosities in educational studies.</p>	<p><u>ONE</u> interpretation (what the text made you think-feel-do) with that quote / concept / idea. These responses will be 200-250 words (not including reference list).</p> <p>POST to D2L Discussion Board by 12:00pm Mountain on Due Date (see above)</p> <p>Each embodied-interpretive response is worth 5% of your final mark.</p>	<p>these educational studies considerations in creating a world for mutual flourishing and present the Region as well as your response to the December 10, 2048 Global Skype Call on June 16, 2025.</p> <p>Part B: Selecting a peer-reviewed journal article related to an area of your interest: Some of the more technical considerations are around finding readings of interest that are not assigned by course instructors. Where do you go to search? How do you search? How do you decide whether to spend time reading the text, or not? How do you know if the article is peer-reviewed? What is the process of peer-review? Why does peer-review matter?</p>
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Criteria for Assessment of Assignment 1 Carrier Bag: Being and becoming in community (25% of final mark)

As this is about collaborative worldbuilding, we will discuss further details in class to unpack, and fill in these criteria together in class as part of the learning and unlearning of our our habits and experiences with embracing responsibility for contributing to worlds. In the early portion of the course, we will begin to establish community agreements for being and becoming in community and provide a guide for successful engagement in this assignment and throughout the course. This will shape the contours of your Part B reflections.

Assignment 2 How to Read Now: Practicing Reading Habits for Educational Studies**Further Details (25% of final mark)**Description:

Through FIVE submissions, your invitation is to (trust yourself and) write WITH texts throughout the term. In reading and writing through your experiences, passions, desires, interests, we will notice the different aspects of the texts that call out to each of us in the class and the various connections and interpretations that emerge through our individual and situated encounters with texts.

Rather than seeking a singular truth of the text, this is interpretive work wherein we make connections between the text and other texts, between the text and our lifeworlds (including physical, emotional, spiritual, cognitive domains), between the text and the world.

Reflecting on your reading practices and habits: When you open a text, *how* do you approach your reading?

Are you reading to be able to surmise the authors' points of view? Are you reading to make connections—to other texts, to your personal life, to the world? Where are you in relation to the text, are you sitting outside it merely consuming or extracting discrete details or are you entangled in the sense-making? What experiences, ideas, interests do you bring that shape possible interpretations of the text? How might you remember that there is / are a person / people who care about the topic and the writing enough to have spent a great deal of time and effort crafting what we are reading? What relations could we cultivate if we embrace the *gifts of*

*knowledge*¹ someone offered in writing the text? The invitation here is to learn how we read as co-creators of meaning with the text, rather than finding some final truth in the piece; re-learn to bring questioning back into reading, rather than mere consumption—consider what you bring from your carrier bag and what the text offers to what you might want to carry forth in your work.

Meta Reflection Possibilities: Sharing your interpretations of the texts each week will animate the different ways texts are read / encountered / engaged, which has a significant implication for how we invite others (e.g., future students) to encounter texts.

NOTES:

These are NOT summaries of the texts. They are situated (personal) interpretations or responses to the texts / ideas.

Remember these texts were created by someone (they are not merely inanimate objects that we can / should objectify by finding all the things wrong with them).

We will practice this embodied, relational, interpretive form of reading and writing with text throughout the five submissions, be patient and give yourself grace if it feels challenging or different from your previous expectations for scholarly and studied writing / expression. We are here to support one another and be open and vulnerable in our learning and growth.

Here are a series of prompts for you to read-think-write with. This is just a starting place, we can grow this list together!:

- i. What drew you to the text / quote / idea / concept? Why did you select it?
- ii. What expectations / desires did you have of the text? What prompted them (e.g., the title, the abstract, the section headings...)? (How) Were they met?

¹ If this idea sounds intriguing to you, you are welcome to come to the instructor to learn more, and even ask for a few recent publications that attend to the idea (through the lens of graduate education). McDermott, M. (2024). Teaching citation politics through literature review topographies: Towards cultivating relational writing practices. *Feminist Pedagogy*, 4(4), article 6 [special issue: Graduate student pedagogy: Feminist approaches to graduate level instruction and mentorship, P. Harvey & A. Wolfe (Eds.)]; and McDermott, M. (2023). Mapping contours of gender and knowledge production: Towards scholarly writing as gifts of knowledge. In A. Hultgren and P. Habibie (Eds.), *Women in scholarly publication: A gender perspective* (pp. 189-202). Routledge.

- iii. What questions did the article help you ask? What questions / curiosities did it conjure for you?
- iv. Embodied reading: How did you feel while reading the article? Pay attention to particular emotions that showed up as you read and consider those sections of the reading as holding some significance for your learning / unlearning.

Assignment 2 Technical Details:

- Each submission should be APA 7th edition for all in-text citations and the reference list (as these will be discussion board posts, you do not need to follow the overall formatting guidelines, such as cover page, and margins).
- Each submission should be 200-250 words (not including reference list).
- Include a wordcount at the bottom of the submission, labelled with “WORDCOUNT: ____”.
- POST to D2L Discussion Board by 12:00pm Mountain on Due Date (see above)

Assignment 3 Worldbuilding for Educational Futures (50% of final mark)

“...we convene to decide how to educate our children for human responsibility considering the needs of the next seven generations of humans and non-humans alike”

(Andreotti, 2021, p. 153)

For this assignment, we will be drawing from a scenario provided in Andreotti (2021, pp. 149-154) (read for class in Week 1) called “Education 2048 Thought Experiment”. In this prompt, Andreotti and her co-creators describe a scenario where we are invited to imagine education in the year 2048. In your groups, you will imagine and create a Region from which you will provide a response to the December 10, 2048 Global Skype Call. The way we are going to work with the scenario consists of two parts:

Part A Worldbuilding (GROUP, 40% of final grade): In groups of 3-4, you will create a part of the world (a region) that might exist in 2048 based on the details of the preceding three decades described in Andreotti (2021). In your worldbuilding you will consider, imagine, and describe the atmosphere and culture of the world. What kinds of people are there? What are their relations? What counts as knowledge and who decides?

How does the region approach / understand / value knowledge and learning? Where do they go to learn / engage / create knowledge? Where / how does education happen / take shape? Is it still in schools? What is the shape of schools? What are their relations to communities? How is education organized and operated? Who makes those decisions? Who has access to education? Why does the Region educate its populace? Who makes decisions about learning and knowledge? What are the social, cultural, political values underpinning the world / region?

Be attentive to creating a plausible world in relation to “Education 2048 Thought Experiment” (Andreotti, 2021, pp. 149-154), which will require very close and multiple readings of the scenario. Consider making it *feel* real through descriptions of the sensorium—the smells, tastes / flavours, sounds, looks, and tactility of the world / region, such that what you suggest for where education should go to move us towards mutual flourishing.

Global Installation of Regions: On June 16, each group will present their region and the recommendation from that region for “how to educate our children [and other members of the region / world] for human responsibility considering the needs of the next seven generations of humans and non-humans alike” (Andreotti, 2021, p. 153), otherwise called mutual flourishing.

Part B (Individual 10 % of final grade):

Each member of the group is responsible for searching for, identifying, reading, and incorporating ONE peer-reviewed article of their choice on a topic in educational studies that helps in the worldbuilding for the group’s Region. This part of the assignment invites at least three things: 1. Provides a chance for the individual interests of group members to directly shape the Region; 2. Affords another opportunity for thinking-doing-being-creating with scholarly work; and 3. Offers a chance to learn how to identify peer-reviewed articles on topics of interest for future research / work within the program as well as in the profession of teaching. In addition to selecting and reading the article, time will be given in class for each member of the group to share what the article has to offer the Region. In 150-250 words, each member of the group will describe how their selected article shaped the various decisions in the group worldbuilding.

Assignment 3 Criteria for Assessment

Part A [Group Assessed]

Content

- The Region / world that is created feels plausible in relation to the Education 2048 Thought Experiment
- The Region / world that is created has rich details that attend to the beliefs and values of its members
- The Region / world attends specifically to the role of and approach to education, learning, knowledge, society, and communities
- Clear statement / recommendation for education for mutual flourishing in 2048 that is situated within the details of the Region created.
- All members of the group's selected peer-review articles (from Part B) are attended to in the creation of the region and the December 10, 2048 statement / recommendation.

Presentation Form (NOTE, timing of the presentations will be determined based on number of groups)

- Form, pacing, audio / visual methods of representing the world supports the overall values expressed in and through the world
- You kept the presentation within the agreed upon time frame (determined based on number of groups).
- Organization: There is coherence in the details shared to invite us into the Region / world such that we can feel it. These details help the reader understand the recommendation made on the December 10, 2048 Global Skype Call.

Technical Details (what to submit)

- Cover Page:
 - Describe submission materials (any supplemental materials to go along with the presentation)
 - Note, the presentation is the primary material being assessed, that said, you may have some supplemental material that you worked on that didn't make it into the presentation.
 - List names of all members of the group and include the in-text citation of their Part B peer-reviewed article.
 - Statement of AI use.
 - APA reference list for all materials engaged in the creation of the world.

- Be sure to explicitly attend to educational studies ideas / considerations / issues discussed through class materials and activities.

PART B [Individual]:

- Peer-review article: The chosen article is peer-reviewed (e.g., evaluated by researchers and experts in the field before the article is published) and relates to the themes / concepts / questions / ideas in Educational Studies as presented in course materials, activities, and your Education 2048 Region group worldbuilding.
- A clear description of how your selected article shaped different aspects of your Education 2048 Region (approximately 150-250 words, if written).
- Technical requirements are met, including APA 7 for all referencing.
- Include full APA 7 reference for your selected peer-reviewed article.
- Organization and editing: The organization is appropriate and contributes to the reader's understanding of the how your selected article shaped your worldbuilding for Education 2048 Regions. The submission is largely free of grammatical errors, indicating that it has been edited and revised before submission.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Session*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all class sessions and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. It is not acceptable to miss a class to complete an assignment. If you sense you may require

more time to complete and submit the work, please be in communication with the instructor as soon as possible (before) the due date.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class session and activity is that the course involves working with the other students in the course to share ideas and thinking. For example, each week you may work with a small group to engage your peers in discussions on work being considered in the course. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services offered by the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of term work of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials during class or outside of class time in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C 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	
B	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 - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students

with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies

<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit <https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.