EDUC 201: Introduction to Education Studies
Summer, 2025

Erin Spring

Land Acknowledgement: The University of Calgary both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

Class Dates: Class Dates: July 07-18, 2025: Mondays to Fridays (MTWRF), 9:00 - 11:50 AM

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-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION:
Introduction to Educational Studies examines fundamental questions that underpin key debates 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 education?

The course aims to challenge your views and preconceptions on education and present different viewpoints for you to consider. You should come to question the opinions you hold and consider the strengths and limitations of the arguments presented.

You will need to undertake a considerable amount of independent reading in order to consolidate and extend what has been discussed during each class session. To derive maximum benefit, however, **you should read the readings prior to each class** and be prepared to do further reading throughout the course.

LEARNER OUTCOMES:

Upon successful completion of the course, you will be:
1) introduced to key theoretical debates and issues in education.
2) able to discuss the positions within educational debates and to articulate their strengths and weaknesses; and
3) able to defend and articulate an informed evidenced-based position on key philosophical educational questions.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

REQUIRED RESOURCES:

Gereluk, D., Martin, C., Maxwell, B., & Norris, T. (2016). *Questioning the classroom: Perspectives on Canadian education.* Don Mills, ON: Oxford University Press.

You can order the textbook from the University of Calgary Bookstore, and they will ship it to you
https://www.calgarybookstore.ca/buy_courselisting.asp. You may also order it at Amazon.ca. The textbook is an
essential component of the course, and you should **bring it to class every day**.

ADDITIONAL RESOURCES:

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
D2L Posting Individual 20%	Posting on Weekly Topics	Individual	20%	Ongoing
Group Poster	Conference Poster Presentation	Group	40%	July 14
Final Paper	Position Paper	Individual	40%	July 25

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Day 1	Introduction What is education? Why should the young be educated?	**Introduction Chapter:** Gereluk, D., Martin, C., Maxwell, B., & Norris, T. (2016). *Introduction: What's the point?!* Don Mills, ON: Oxford University Press. **Chapter 1:** *What are the values or aims of education?*	**Assignment 1:** is ongoing as scheduled by your instructor
Day 2	How should we teach?	**Chapter 3:** *What are our main conceptions of education? Where did they originate? How do they inform our current practices?*	**Assignment 1:** is ongoing as scheduled by your instructor
Day 3	What should be taught in the curriculum?	**Chapter 5:** *What should be taught in the curriculum?*	**Assignment 1:** is ongoing as scheduled by your instructor
Day 4	Examining controversial issues in the classroom	**Chapter 6: *Should teachers teach about controversial subjects?***	**Assignment 1:** is ongoing as scheduled by your instructor
Day 5	Where should children learn?	**Chapter 7:** *Place- based education and the rural school ethic*	**Assignment 1:** is ongoing as scheduled

		Outside activity: please bring appropriate shoes and clothing.	by your instructor
Day 6	How should student learning be evaluated?	Taras, M. (2005). Assessment – Summative and formative – some theoretical foundations. *British Journal of Educational Studies, 53*(4), 466-478. Retrieved from http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1111/j.1467-8527.2005.00307.x	**Assignment 1:** is ongoing as scheduled by your instructor
Day 7	Responding to the Truth and Reconciliation's Calls to Action	**Chapter 9:** *Should cultural restoration be an aim of education?* *Justice, reconciliation, and Aboriginal education* Louie, D., & Scott, D. (2016). Examining differing notions of a "real" education within Aboriginal communities. *Critical Education, 7*(3). Retrieved from https://ices.library.ubc.ca/index.php/criticaled/article/view/186095	**Assignment 2: Digital Poster Showcase** (July 14, 2025)
Day 8	Should school choice be fostered in public education?	**Chapter 8:** *Should school choice be fostered in public education?* *Writing workshop: Dates and format of workshops will be given in class.*	**Assignment 2: Digital Poster Showcase** (July 14, 2025)
Day 9	What is the role of teacher's professional identity?	**Chapter 11:** *To what extent do teachers have professional autonomy?* Alberta Teachers' Association (2004). *Code of professional conduct*. Edmonton: Alberta Teachers' Association. Retrieved from http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf	**Assignment 2: Digital Poster Showcase** (July 14, 2025)
Day 10	Final Synthesis Concluding thoughts and summation	**Assignment 2: Digital Poster Showcase** (July 14, 2025) Please post a digital copy of your group's Poster Presentation in PDF or PowerPoint form onto D2L	**Assignment 3 Final Position Paper** (July 25,2025)

CHANGES TO SCHEDULE:

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

LEARNING TASKS AND ASSESSMENT

Students may use AI tools to support their work in this course, such as for generating ideas. However, any AI-generated assistance must be clearly disclosed in both presentations and submitted group reports. This includes contributions to drafting, idea generation, or other content support. AI tools are not permitted for Learning Task #3 as this is a position paper assignment. Transparency in using these tools fosters a fair and open academic environment, and failure to disclose AI use may be considered academic misconduct.

There are three required Learning Tasks for this course. **All learning tasks should be submitted during the day they are due**. Please note emailed assignments will not be accepted unless prior arrangements have been made. **All learning tasks must be complete to receive a passing grade in this course.**

LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course.

LEARNING TASK 1: Postings on Weekly Topics in D2L – DUE: Ongoing (20%)

Each individual will (1) upload a weekly post to the appropriate section of D2L that discusses topics from the weekly readings in a scholarly manner. **You will have to complete a total of 2 posts and 2 responses to another colleague's post**, While you can reference your own experiences as they relate to these topics, really primarily on scholarly arguments that comment on or challenge the arguments presented. Try to think of both the theoretical (big picture) and the practical aspects of the arguments in the weekly papers. Posts should be 300-400 words for each submission. In addition, each student should (2) write one response to one colleague's post each week that should be 100-200 words.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

The criteria of this assignment will be based upon participation. If you complete one posting each week and one response to a colleague's post, you will receive full marks for this course assignment. I will read your postings each week and will reach out to students if (1) you are not posting (2) you are not posting responses, or (3) your posts are not showing enough effort. If you are posting every week and posting responses to the best of your ability, you will receive full grades for this assignment. If you do not post for a week, you will lose one fifth of the potential grades for this assignment per week. The grades for this assignment are easy to get, just post every week, respond to a colleague's post, and give it your best effort.

LEARNING TASK 2: Conference Poster Presentation - DUE: July 14, 2025 (40%)

Please have <u>one member</u> of the group post a digital copy of your Poster Presentation in PDF or PowerPoint form onto D2L

In groups of 3-4 individuals, you are asked to create a poster related to one of the course topics for a public showcase (40%). The poster is a stand-alone digital display comprised of a visual element, written text, and references to the literature cited.

The poster presentation will occur in EDC 179, you are asked to create a one slide digital presentation using PowerPoint. Instructions on how to do this will be distributed in class.

Criteria for Assessment of Learning Task 2

Criteria	Excellent (A+/A)	Acceptable (A-/B+)	Developing (B/B-)	Needs Improvement C+/ Lower
Explanation of Debate or Issue	Clearly and succinctly summarizes the key points of the debate that has been chosen.	Clearly summarizes the poster, although is less succinct.	Summarizes the poster but misses some salient aspects or is overly wordy.	Misses significant aspects of the key topic or is unclear.
Connection to Research Literature	Describes the chosen theory in succinct detail.	Describes the chosen theory but less succinct or sophisticated in understanding.	Describes the chosen theory but misses some salient aspects or is overly wordy.	Misses significant aspects of the theory, misunderstands the theory, or is unclear.
Organization	The poster's organization clearly guides the reader through the Varied sentence structure; scholarly style; easy to read; Few to no errors information.	The poster's organization guides the reader through the information with limited sophistication. Varied sentence structure; scholarly style; few awkward passages; Rare errors.	The poster's organization is clear but simplistic, Some variety of sentence structure; informal tone; a few awkward passages; Noticeable errors.	The poster is disorganized Limited variety of sentences; informal style, awkward wording; Many errors significantly detract from clarity.
Graphics, Creativity, & Neatness	Poster is aesthetically pleasing and engaging; represents a high level of professionalism; utilizes graphics that support the content. Lists contributors' names on the front of the poster.	Poster is aesthetically pleasing and engaging; neat and carefully done; most graphics support the content.	Poster is neat and carefully done but not particularly engaging; some of the graphics support the content.	Poster is sloppy and not particularly engaging; few of the graphics support the content.
Presentation and Response to Questions	The speaker guides viewer efficiently and confidently through the key points in the poster while engaging them in a discussion of the work. The presentation is an authentic exchange of ideas and questions are answered in a clear and informative manner. The speaker uses a clear and confident voice. The digital display and associated supports are utilized to their full potential.	The speaker guides the viewer through the poster and provides them with an opportunity to ask questions along the way. The presentation involves a question-and-answer format that is useful but transactional. The presentation is done in an appropriate and clear manner. The speaker uses a clear voice and confident voice. The digital display is utilized well, and the supports may or may not be used.	The speaker recites key points to viewer but does not engage with viewer. Following the presentation an opportunity for questions is provided but answers to those questions may be somewhat superficial. The speaker may use a script and is unable to answer all questions clearly. The speaker's voice is not always clear and may not always be heard. The digital display is used but with limited function.	The speaker is unsure of the key points and is not able to guide the viewer through the presentation smoothly. Questions are not elicited and, if asked, they are not answered clearly or correctly. The speaker appears unable to discuss the poster with ease and uses a script. There is a lack of engagement and the speaker's voice is unable to be heard clearly. The digital display is not used.

LEARNING TASK 3: Position Paper - DUE: July 25, 2025 (40%)

Building on the discussions you had over the course of the term, in this assignment you are asked to write a 5–7-page position paper (including references) related to one of the issues addressed in EDUC 201. Essay questions will be created in class. The paper should demonstrate an appropriate understanding of the chosen issue. Critique of both theory and practice must be provided in the defense of your argument. Please use a Microsoft Word file and hand in your assignment in D2L using the Dropbox.

Your assignments should meet the following requirements:
- 12-point Times New Roman or Arial font
- Double spaced
- At least one-inch margins on the left and right side
- Include accurate APA 7th edition citations of works referred to in the paper
- Include a properly constructed bibliography/reference list at the end.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

	Excellent (A+/A-)	Acceptable (B+/B-)	Developing (C+ and lower)
Topic and Thesis	Essay has a clearly stated and arguable thesis. The topic selected is related to course content and is appropriately narrow.	Thesis is arguable but needs to be stated more clearly. The topic selected is related to course content, but it is a little too broad or narrow.	Thesis is neither clear nor arguable. The topic is too broad or too narrow to complete the assignment effectively.
Research	The paper is thoroughly researched, and the student uses the research effectively. The student uses the most current research available and draws upon literature in the field of education.	The paper uses a modest amount of research that generally helps communicate the writer's ideas to the audience. Research used could be more current and/or focused more on educational research. (	The paper is inadequately researched and does little to assist the writer communicate effectively with the audience. Research is either not used or is not current or related to education. In general, the topic has not been researched adequately.
Content	The essay presents thoughtful and persuasive reasoning in support of position(s) taken. The paper shows the writer's clear ability to use relevant theoretical approaches to understanding issues in education.	Reasons are provided in support of positions, but they sometimes fail to provide strong support for the argument. The paper engages to some degree with the course themes but could be expressed more clearly.	The essay either fails to take a clear position on an issue or fails to support the position with thoughtful and appropriate argumentation. The paper fails to engage adequately with the course themes. The paper needs improvement in terms of demonstrating the writer's ability to use relevant theoretical approaches to understanding issues in education.
Organization	Organization is appropriate and contributes to a reader's understanding of the subject. Coherent and focused writing contribute to the overall quality of the paper.	Organization is moderately appropriate and generally contributes to a reader's understanding of the subject. Most sections of the paper are coherent and focused. The paper is slightly long or too short.	Organization is confusing to the reader and fails to contribute to a reader's understanding of the subject. The paper lacks coherence and focus.
Writing	Writing is clear, concise, appropriate, and largely free of grammatical errors.	Writing is somewhat clear, concise, and appropriate. Grammatical errors are somewhat common but do not detract from the overall argument.	Writing is unclear and is not concise or appropriate. Grammatical errors are common and detract from the overall argument.
References	All references are listed in one consistent style at the end of the paper. The writer cites all research in a consistent and scholarly way.	All references are listed in one consistent style at the end of the paper. The writer cites most research in a consistent and scholarly way.	Most references are listed in one consistent style at the end of the paper. (Alternatively, the style used is not consistent or scholarly.) The writer does not cite all research.

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 Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes 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. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. 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 (including, to a lesser extent, written exam responses) 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 in 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

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course 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 online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING: https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1

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

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846

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 Tracy Dinh, esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.