

*Erin Spring***EDUC 420 L01: Issues in Learning and Teaching**  
**Fall, 2025**

The University of Calgary, located in the heart of Southern Alberta, 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 Battle River Territory (Districts 5 and 6).

**Class Dates:** Sep. 2 to Dec. 5, 2025

**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:**

This course offers a critical examination of the evolution of Western educational thought and practice, structured around four pivotal 'moments': Standardized, Authentic, Democratic Citizenship, and Systemic Sustainability Education. These moments represent significant shifts in how learning and teaching have been conceptualized:

- **Standardized Education** emerged in the 1600s, driven by industrialization and urbanization, leading to uniform curricula and a factory-model approach to teaching focused on measurable outcomes.
- **Authentic Education** gained prominence over the last century, as research into human cognition highlighted the need for teaching to be more attentive to individual sense-making rather than just uniform outcomes.
- **Democratic Citizenship Education**, fueled by the civil rights movements of the 1960s, recognized schools' role in perpetuating inequities and reframed teaching as an ethical endeavour contributing to social justice.
- **Systemic Sustainability Education** is an unfolding moment, responding to the transition from an industrial to an ecologically minded, information-based society, re-conceptualizing learning and teaching in relation to self, others, humanity, and the 'more-than-human world'.

Through historical, epistemological, and pedagogical lenses, participants will analyze how societal forces have shaped conceptions of learning and teaching, moving from industrial models to ecologically minded, information-based paradigms. The course emphasizes the ethical dimensions of teaching, particularly its role in fostering social justice and engaging with the 'more-than-human world,' thereby challenging taken-for-granted assumptions and cultivating a personally compelling, critically informed pedagogical stance for the contemporary era. This exploration will foster a 're-cognition' of learning as an inherently complex process and teaching as a multifaceted endeavour intertwined with individual, societal, and ecological well-being.

**KEY UNDERSTANDINGS:**

- Formal schooling is a complex endeavor that carries its entire history – which means that practices and intentions are often tacit and not always entirely coherent.
- The notion of overlapping moments/sensibilities can serve as a useful lens for making sense of many contemporary issues and debates around the project of modern schooling.
- Implicit and explicit perspectives on knowledge/knowing and learning give rise to many and varied conceptions of teaching.
- Varied vocabularies of teaching are not innocent; descriptions carry prescriptions.
- Most of what you know operates on the tacit, embodied level, and so transformative teaching practice involves difficult, critical, and ongoing analysis of what has come to be taken for granted.

**LEARNER OUTCOMES:**

Through this course, it is expected that participants will be able to:

1. **Critically analyze** the historical influences and pragmatic implications of the four key moments in the emergence of modern schooling (Standardized, Authentic, Democratic Citizenship, and Systemic Sustainability Education), demonstrating an understanding of their distinct epistemologies and pedagogical approaches.
2. **Apply** theoretical understandings of the four moments to **interpret** and **evaluate** contemporary issues and debates in formal education, demonstrating the capacity to identify underlying historical and philosophical tensions.
3. **Synthesize** course knowledge to **formulate** and **propose** informed perspectives on emerging issues in education not directly addressed in course materials, demonstrating independent critical thought and problem-solving.
4. **Formulate** and **articulate** a personally compelling, critically informed, and ethically grounded perspective on teaching that is responsive to schooling's history and fitted to current complex circumstances, including engagement with the 'more-than-human world' and commitments to social justice.

**COURSE DESIGN AND DELIVERY:** This course will be delivered face-to-face on campus with engagement in D2L. You will also have an opportunity to meet in *Pods* with a TA four times throughout the course to engage in small and large group discussions on Zoom. Students will require access to a computing device that contains current software and hardware capable of running D2L and Zoom. If you do not own a personal device, there are computers available for student use in the Doucette library and the Taylor Family Digital Library.

**REQUIRED RESOURCES:**

Davis, B., Sumara, D., & Luce-Kapler, R. (2015). *Engaging Minds: Cultures of Education and Practices of Teaching*, 3<sup>rd</sup> edition. New York: Routledge.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=2038974>

NOTE: While there is a fourth edition available, we are using the third edition which is available online through our library service free of charge. You are welcome to purchase a hard copy of this book through online vendors. You can easily access all our readings through Leganto under “My Tools” in D2L (see [d2l.ucalgary.ca](https://d2l.ucalgary.ca)).

**ADDITIONAL RESOURCES:**

Eisner, E. (2002). Chapter 4: The three curricula that all schools teach. In *Educational imagination: On the design and evaluation of school programs* (pp. 87-107). Merrill Prentice Hall. (available in D2L Leganto)

[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/25888993340004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25888993340004336?auth=SAML)

Osterman, K. F. (1990). Reflective Practice: A New Agenda for Education. *Education and Urban Society*, 22(2), 133–152. <https://doi.org/10.1177/0013124590022002002>

Additional online readings may also be required, depending on emergent discussions.

### LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE*
1. Reflections (4)	Engage in reflective practice and post four original visual journal entries in D2L Discussion Board	Individual	15%	Sep. 12 Oct. 3 Oct. 7 Nov.28
2. Infographic	Examine Moment 1: Standardized Education	Individual	20 %	Sep. 22
3. Digital Storytelling Presentation	Compare and Contrast Moment 2 and Moment 3 Create two versions of a lesson plan based on the theory from each moment. Share in Digital Storytelling Presentation in D2L	Group	30%	Nov. 22
4. Teaching Philosophy	Written narrative of your teaching philosophy, identifying concepts and theory from all four moments	Individual	35%	Dec. 5

**\*all learning tasks are due in Dropbox at 11:59pm**

NOTE: Some tasks are completed individually, and some are completed as a group. Please see the “The Expectations of Excellence in Professional Work” section below for expectations of your engagement as members of a professional community and tips for working successfully as a group. Please allow time to meet and work with your group outside of your required class time.

### WEEKLY COURSE SCHEDULE:

Week	Topic	Readings and Tasks	Due Dates
1. Sep. 2-5	<ul style="list-style-type: none"> <li>Course Overview</li> <li>Review Learning Tasks</li> <li>Reflective Practice</li> </ul>	<ul style="list-style-type: none"> <li>Davis et al. (2015) Prologue and Ch. 1.1</li> <li>Osterman (1990)</li> </ul>	
2. Sep. 8-12	Moment 1*	<ul style="list-style-type: none"> <li>Davis et al. (2015) Ch. 1.2</li> </ul>	LT1: Reflection 1 Sep. 12 @ 11:59pm
3. Sep. 15-19	Moment 1	<ul style="list-style-type: none"> <li>Davis et al. (2015) Ch. 1.3</li> </ul> Pod Meeting 1: Sep. 18 on Zoom	
4. Sep. 22-26	Moment 2	<ul style="list-style-type: none"> <li>Davis et al. (2015) Ch. 2.1</li> </ul>	LT2: Infographic Moment 1 Sep. 22 @ 11:59pm
5. Sep. 29-Oct. 3 (National Day for Truth & Reconciliation Sep. 30 – no class)	Moment 2*	<ul style="list-style-type: none"> <li>Davis et al. (2015) Ch. 2.2</li> </ul> Pod Meeting 2: Oct. 2 on Zoom	LT1: Reflection 2 Oct 3 @ 11:59pm
<b>FIELD EXPERIENCE OCT. 6-17</b>			
6. Oct. 20-24	Moment 2	<ul style="list-style-type: none"> <li>Davis et al. (2015) Ch. 2.3</li> </ul>	
7. Oct. 27-31	Moment 3	<ul style="list-style-type: none"> <li>Davis et al. (2015) Ch. 3.1 and 3.2</li> </ul>	

8. Nov. 3-7	Moment 3*	<ul style="list-style-type: none"> <li>Davis et al. (2015) Ch. 3.3</li> </ul> Pod Meeting 3: Nov. 6 on Zoom	LT1: Reflection 3 Oct 7 @ 11:59pm
<b>READING WEEK NOV. 9-15</b>			
9. Nov. 17-21	Moment 4	<ul style="list-style-type: none"> <li>Davis et al. (2015) Ch. 4.1</li> </ul>	LT3: Digital Storytelling Nov. 22
10. Nov 24-28	Moment 4*	<ul style="list-style-type: none"> <li>Davis et al. (2015) Ch. 4.2 and 4.3</li> </ul> Pod Meeting 4: Nov. 27 on Zoom	LT1: Reflection 4 Nov. 28
11. Dec. 1-5	Moment 4	<ul style="list-style-type: none"> <li>Davis et al. (2015) Ch. 4.4</li> </ul>	LT4: Teaching Philosophy Dec. 5

\* Week for LT1 Reflections

### 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

This course is intended to cultivate critical thinking in the field of education and engage you in reflective practice on what is and might be within curricular practice. Course activities and assignments are designed to provoke and consolidate such thinking and are expected to be completed without the use of generative AI tools (such as ChatGPT or AI image generators).

Acceptable uses of Generative AI include:

- Checking for grammar and spelling
- Asking for a summary or other examples to better understand a concept from readings or class
- Asking for language translations

Unacceptable uses of Generative AI include:

- Generating any portion of an assignment for the course, including for the reflective posts, images, and lesson planning
- Generating citations for an assignment without reading the sources and understanding them yourself
- Any other use that presents the results of an AI as if they were your own original thoughts or writing

There are four required Learning Tasks for this course:

#### 1. LEARNING TASK 1: Reflections - DUE: see schedule above

Teaching is inherently a collective and collaborative process, profoundly enhanced through reflective practice. Your active participation in sharing your reflections - derived from lectures, assigned readings, and class discussions - on the D2L Discussion Board serves as a vital component of the ongoing professional conversations that will characterize our in-class engagement. These reflective posts offer a crucial opportunity to animate theoretical constructs, course concepts, and scholarly readings by articulating your evolving thoughts, probing questions, and the intellectual processes through which you grapple with potential answers and diverse perspectives. This practice encourages you to critically examine educational theory through the lens of your own lived experiences, particularly as these relate to the course's overarching themes.

This structured reflective practice will enable you to employ a variety of modalities, including visuals, words, and phrases, to articulate your understanding of your own evolving positionality as a learner, your emerging identity as a pre-service teacher, and the nuanced considerations of student needs that you will contemplate as the course progresses. This process is designed to foster metacognitive awareness and to deepen your pedagogical insights.

It is imperative to recognize that your individual contributions are not solely for your personal benefit; they are equally vital for the collective intellectual growth of your peers. As a community of learners, we collectively engage in this reflective practice, and we all learn as scholars of education. Given that one of our learning tasks involves collaborative group work, your consistent and thoughtful engagement on the D2L platform also provides an invaluable opportunity for the class community to understand your intellectual processes and the ideas that resonate most deeply with you as the course unfolds, thereby strengthening our collaborative learning environment.

### Reflection/Discussion Participation:

**Four times over the course (\*see schedule above), you will participate by posting a reflection on D2L no later than Friday at 11:59 pm.**

#### 1) Participating in online D2L Discussion board.

Knowledge sharing communities (Pods) will be created by the instructor and TAs.

Expectations of participation in online D2L Discussion Board:

- **Post 1 original thread responding to the reflective prompts posted.** The questions/prompts will correspond with the textbook, lecture, class discussions, and video content. Close reading and attention to the lecture, text, and video will be required.
- Your reflection will take the form of a **visual journal** entry. In addition to some text, you should use images, phrases, words, and other forms of representation. Please see these resources for pedagogical purpose and clarity: <https://www.scholarlyteacher.com/post/visual-journaling> and <https://www.myblankpaper.com/blog/2022/6/24/visual-journaling>

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

**Total: 10 marks:** 2.5 marks for each completed post that meets the criteria outlined in the rubric:

Areas for Growth	Criteria for Proficiency	Areas of Strength
	The reflective post connects and aligns with the question or reflective prompts.	
	The post integrates lecture material, textbook insights, class discussions, and video content.	
	The post incorporates personal or lived experiences to contextualize and deepen the reflection.	
	The post combines written text with a variety of visual elements to express personal contemplation and learning.	
	The post includes appropriate citations where necessary.	

NOTE: Should you not meet the criteria for two or more areas, your TA will ask you to resubmit your post.

### 2. LEARNING TASK 2: Infographic – DUE: Sep. 22, 2025 @ 11:59pm

While each of the Moments of Education outlined in the textbook is shaped by specific moments in time, elements of each moment can be seen in classrooms today. The intention of this course is to provide some insight into the concepts and theories that have informed pedagogical choices in classrooms. This individual assignment invites you to reflect on your past experiences of schooling and identify the elements of Moment 1: Standardized Education that have been present in your classrooms.

**Content:** You are asked to examine the concepts, theories, metaphors, and practices outlined in Moment 1, choose 3 key concepts to focus on, explain them in detail, connect them to your own personal experiences, and reflect on the impact of

Standardized Education on student learning. After gathering your reflections and notes, share your findings in an engaging, clearly presented, one page Infographic. References should be provided on an additional page.

**Format:** Infographics are a great way to represent information visually. You will have an opportunity to focus your ideas, consider the impact that visual representation has on the delivery of content, and present a succinct and thoughtful expression of your knowledge and reflections. When creating an infographic consider the accuracy of the content shared, the collective effect of the fonts, colours, layout, and visual elements, as well as the organization and the mechanics of expression.

Your infographic must include the following:

- 3 central concepts of Moment 1: Standardized Education
  - Concepts may be in relation to guiding metaphors, teaching, learning, knowledge, intelligence, etc.
  - Each concept is defined and clearly and concisely explained.
  - Directly reference the course textbook.
  - Attend to the content shared in plenary lectures.
- Examples of each of the 3 concepts from your own school experience. These should be specific personal reflections that exemplify the key concepts.
- Reflection on how the pedagogical choices of the Standardized Education moment impacted your learning. Please consider Eisner's *Three Curricula that All Schools Teach* - the explicit curriculum, the implicit curriculum, and the null curriculum. Questions you can ask yourself to shape your reflection (Note: you do not need to answer ALL of these questions; rather, use them as a guide):
  - How did the teaching structure impact the information I learned? Did I retain that information?
  - How did the schooling choices impact on how I felt about myself as a learner? Do you think that all the students in your classes shared this experience?
  - How did the assessments impact my learning?
  - What did I learn about what counts as knowledge?
  - What did I learn about how to engage with others in the world?
  - What was missing from my learning experiences?

When designing your Infographic consider the following:

- What font will be effective, readable, and appropriate to your content?
- When can you use an image rather than text to effectively share information?
- How will your layout draw the viewer through the information by making visual connections?
- What colours will be effective in communicating your content?
- How can you make the best use of space?
- How do the visual and textual choices reflect and complement the content?

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Achievement / Criteria	Beginning	Developing	Accomplished	Exemplary
<b>Content</b> Central concepts of Standardized Education Moment 1 are identified and clearly and accurately explained. Personal reflections are directly and clearly connected to central concepts. Reflections are thoughtful and well-considered.	The work indicates a limited understanding. Explanations of concepts or explanations are simple and fragmented. Connections made between concepts and personal reflections are minimally complete.	The work demonstrates a basic knowledge of course content from only the textbook. Knowledge represented is accurate but lacks detail. Reflections on schooling are general rather than specific and personal but accurately demonstrate key concepts. Reflections on the impact of pedagogical choices on	The work demonstrates thorough knowledge of course content from course textbook, plenary presentations, and discussions with that knowledge represented in a form that is complete, concise, and accurate. Reflections on personal experiences of schooling are thoughtful, specific and accurately exemplify key concepts	The work demonstrates comprehensive knowledge of course content from course textbook, plenary presentations, and discussions with that knowledge represented in a form that is exceptional and shows insight. Reflections on personal experiences of schooling are astute and discerning and exemplify key concepts from Moment 1. Reflections demonstrate



<b>Criterion Score:</b> / 12	Reflections on the impact on student learning are simple and lacks thoughtfulness.	student learning are superficial.	from Moment 1. Reflections demonstrate a thoughtful consideration of the impact of the pedagogical choices on student learning.	an insightful consideration of the impact of the pedagogical choices and the complexities on student learning.
<b>Visual Appeal and Focus:</b> Content visual and text concisely complements message. Fonts, colours, layouts & visual elements meaningfully contribute to infographic's ability to convey overall message.  <b>Criterion Score:</b> / 4	Minimal consideration of how the visuals, text, colours, and fonts work together to communicate a cohesive message. The visual choices are somewhat disjointed from the message.	Evidence of some thoughtfulness regarding cohesive connections between visual and textual choices. Some choices appear disorganised or less intentional.	All choices in terms of visual and textual content complement each other and contribute to the infographic message. Visual appears cohesive and is effective in communicating content message.	All choices in terms of visual and textual content show insight and fulsome connections to each other and contribute to the infographic message. Visual is cohesive and is perceptive in communicating content message.
<b>Organization:</b> Information is systematically organized and supports readers' comprehension of the content. Visual organization engages the viewer.  <b>Criterion Score:</b> / 4	Information is included with minimal clarity of direction or connection in the layout. Due to a misuse of space, information may appear lacking or misaligned. It is somewhat difficult to follow the information provided because of the simplistic layout.	Evidence of some thoughtfulness regarding the organization of visuals; however, some choices appear haphazard. Use of space could be more effective to accommodate more information. The information is all present but slightly disconnected in the layout.	Visuals (text boxes, images, structure) work well together and draw the viewer into the information provided in the infographic. Effective use of space. The information is easy to follow, and viewer engagement is effectively guided by the layout.	Visuals (text boxes, images, structure) create cohesive meaning together and thoughtfully engage the viewer into the information provided in the infographic. All space is comprehensively used. The information is intuitive to follow, and viewer engagement is effectively guided by the layout.
<b>Mechanics:</b> Spelling and grammar are correct and effectively communicates information. All citations are in APA 7 format.  <b>Criterion Score:</b> / 4	Many edits needed in writing conventions (spelling and grammar) but meaning can be discerned. Errors somewhat impede the clarity of the communication. Minimal evidence of use of APA 7 formatting of references and citations.	Some edits are needed in writing conventions (spelling and grammar). Evidence that more review before submission was needed. References and citations require edits to meet APA 7 standards.	Minor edits needed in writing conventions (spelling and grammar). References and citations are mostly correctly cited in APA 7 format.	There are minimal to no edits needed in writing conventions (spelling and grammar). References and citations are correctly cited in APA 7 format.

**3. LEARNING TASK 3: Digital Storytelling: Compare and Contrast Moment 2 and Moment 3 (Group)**  
**DUE: Nov. 22, 2025 @ 11:59pm**

Each of the four moments outlined in the textbook is shaped by concepts, language, metaphors, and beliefs that act both as *descriptions* of understandings about learning and teaching and *prescriptions* for how learning and teaching are connected, enacted, and engaged in within the classroom. The purpose of this Digital Storytelling learning task is to compare how the defining concepts of Moment 2 - Authentic Education, and Moment 3 - Democratic Citizenship Education would each inform and prescribe the types of learning engagements that teachers plan for the classroom.

Working in small groups, you will design two versions of a lesson plan to teach the same content - one shaped by the principles and concepts of Authentic Education and one shaped by the principles and concepts of Democratic Citizenship. After planning each lesson, examine them together, comparing and contrasting the impact each lesson would have on students, student learning, and society. Finally, you will share your plans and findings in an engaging 3-minute (+/- 30sec.) digital storytelling presentation video.

This task will be undertaken in groups of 3 to 4 students. Smaller or larger groups will not be permitted unless you present a compelling reason. Group members must be chosen from your designated pods.

To complete this assignment, please attend to the following steps:

- Examine the key differences between Moment 2 and Moment 3 by reviewing the textbook and lecture slides.
- Choose a curriculum subject area or discipline – i.e., Mathematics, Social Studies, etc.
- Choose a grade level.
- Review the Alberta Program of Studies for that subject/grade and choose one learning outcome to focus on.
- Use the lesson plan template (shared in D2L) to plan the following:
  - Indicate the intent of the lesson; what do you want to offer and invite, what do you hope students will learn?
  - Outline lesson activities and engagements.
  - Indicate how you will assess learning.
- Compare and contrast the two lessons and indicate:
  - Similarities, differences
  - How does each support a diverse classroom?
  - Who benefits? Who/what is missed?
  - What is also taught by the implicit and null curriculum of each lesson?
- Present your lessons and reflections by creating a 3 min. (+/- 30sec.) digital storytelling presentation video, indicating:
  - Subject area, grade, learning outcomes
  - Explain plans for each lesson and how they reflect Moment 2 and Moment 3
    - Indicate key concepts of each moment and how they inform the choices in the lesson plan.
  - Compare and contrast the impact of each lesson (refer to questions above)
  - Summation of how the movement from Moment 2 to Moment 3 impacted and supported diverse classrooms.

### **Presentation of Information:**

This assignment involves “digital storytelling” – a medium wherein the teller has significant control over viewer attention through, for example, the pacing of information, zooming in and out, music, voice-over, and images. Effective products require the composer to engage in a recursive process of planning and revision. Because this is a media-rich space, there will also be a requirement for the ethical and permissible use of images, music, and narrative. Look to items shared through Creative Commons. In the University’s eyes, similar policies to print plagiarism apply to digital plagiarism.



There are many ways to make a digital storytelling presentation, please use an approach that works for your group. The following is ONE WAY to make a digital storytelling video presentation:

- Create an engaging PowerPoint slideshow. Use images and text boxes to present and accent the content shared in the voice over.
- Use animations and transitions to give your video movement.
- Record yourself presenting your ideas using Zoom recording.
- Add your zoom recording to Movie Maker, I-Movie, or YouTube to add background music (find copyright free music on Creative Commons)

When creating your digital storytelling video presentation consider the following:

- Use a layering of images, short pieces of text, movement, music, and voice over.
- Consider how the visual, audio, and video elements complement rather than compete with each other.
- Think about how you can present ideas with images, not only voice over and text.
- How do your choices of font, transitions, and music contribute to the mood and tone?
- Review your video for timing. Allow sufficient time for each element to be explained, expressed, and viewed.
- Ensure that your video pulls the viewer along with you.
- End with a clear, thoughtful point of view.

**Submit a link to your Digital Storytelling Presentation video to the Dropbox on D2L.** Only one person from your group needs to upload the learning task. You will also post your video presentation to the D2L discussion board to share with your classmates. Please note, for this group assignment, you will be assessed as a group. If there are any concerns around group work, please consult with your instructor, who will discuss a reasonable plan forward based on the specificity of the context.

### **CRITERIA FOR ASSESSMENT OF LEARNING TASK 3:**

Digital Storytelling Presentation: Compare and Contrast Moment 2 and Moment 3

<b>Achievement / Criterion</b>	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>Content</b> Central concepts of Moment 2 and Moment 3 are identified and clearly and accurately explained. Lesson plan ideas demonstrate clear connections to the key concepts from each moment and thoughtful considerations of engaging student learning. Reflections on the impact of the lessons on student learning are thoughtful and explicit.	The work indicates simple understandings. Fragmented explanations of concepts or explanations have some inaccuracies. Connections made between concepts and lesson plan ideas are basic. Lesson plan ideas are unrefined and lack some consideration of learner needs. Reflections on the impact on student learning and diverse classrooms are simple or may lack thoughtfulness.	Demonstrates a basic knowledge of course content from only the textbook. Knowledge represented is accurate but lacks depth. Lesson plan ideas are mostly complete but lacking in detail of how learners will be engaged. Reflections on schooling are general rather than specific but accurately demonstrate key concepts. Reflections on the impact of pedagogical choices on student learning and diverse classrooms are superficial.	Demonstrates a thorough knowledge of course content from course textbook, plenary presentations, and discussions with that knowledge represented in a form that is complete, concise, and accurate. Lesson plan ideas are complete and thoughtfully consider ways to engage learners. Clear and direct connections between the moments and the lesson plans are explicitly expressed. Reflections demonstrate a thoughtful consideration of the impact of the pedagogical choices on student learning and diverse classrooms.	Demonstrates insightful and comprehensive knowledge of course content from reading, lectures, and discussions with that knowledge represented in a form that is sophisticated. Lesson plan ideas are sophisticated and comprehensively consider ways to engage learners. Astute and perceptive connections between the moments and the lesson plans are explicitly expressed. Reflections demonstrate an insightful consideration of the impact of the pedagogical choices on student learning and diverse classrooms.
<b>Criterion Score / 12</b>				

<p><b>Visual Appeal and Focus</b> Content visual and text concisely complements message. Fonts, colours, layouts &amp; visual elements meaningfully contribute to infographic's ability to convey overall message.</p> <p><b>Criterion Score</b> / 4</p>	<p>There is minimal consideration of how the visuals, text, music, and voice-over work together to communicate a cohesive message. The visual choices at times may distract from the message but it can be discerned. The timing may be fragmented making it somewhat difficult to engage with the content. Voice over lacks fluency. Digital story message may be simple due to ineffective visual and audio choices.</p>	<p>Evidence of some thoughtfulness regarding cohesive connections between visual and textual choices. Some choices appear haphazard or less intentional. Video is engaging but sometimes the images, text, voice-over, and/or music compete. Voice over is clear but lacks energy. The text is appropriate but sometimes there is too much text to read in the time allotted. Digital story has some clarity, but more revisions would make it easier to engage with.</p>	<p>Most of the choices in terms of visual, textual, voice-over, and music content complement each other and contribute to the infographic message. Adequate use of images to present information. Video may have a couple lapses but mostly engages the viewer from start to finish. Voice over is mostly clear and engaging. Timing of visual are mostly effective and allows enough time for visuals to be understood. Digital story is thorough and is mostly effective in communicating content message.</p>	<p>All choices in terms of visual, textual, voice-over, and music content complement each other and contribute to the infographic message. Effective use of images to present information. Video engages the viewer from start to finish. Voice over is clear and engaging. Timing of visual is effective and allows enough time for visuals to be understood. Digital story is insightful and engaging in how it communicates content message.</p>
<p><b>Organization:</b> Information is systematically organized and supports viewer's comprehension of the content. Organization engages the viewer.</p> <p><b>Criterion Score</b> / 4</p>	<p>Information is included in a simple direction or connection in the order. Some difficulty to follow the information provided because of the undeveloped order.</p>	<p>Evidence of some thoughtfulness (straightforward) regarding the organization of visual and audio elements; however, some choices appear haphazard. More consideration of the impact on the viewer is needed. The information is all present but slightly disconnected in its presentation order. More review and revision needed to attend to detail.</p>	<p>Visual and audio elements thoroughly work together and draw the viewer into the information provided but there may be a lapse. Order of the content effectively presents the information and plans. Demonstrates a clearly organized plan for the presentation. The information is easy to follow, and viewer engagement is effectively guided by the presentation order. Attention to detail is evident.</p>	<p>Visual and audio elements work insightfully together and perceptively draw the viewer into the information provided. Order of the content astutely presents the information and plans. Demonstrates a comprehensively organized plan for the presentation. The information is relatively flawless and make it easy to follow, and viewer engagement is thoughtfully guided by the presentation order. Attention to detail reflects sophistication.</p>
<p><b>Mechanics:</b> Spelling and grammar are correct and effectively communicates information. All citations are in APA 7 format.</p> <p><b>Criterion Score</b> / 4</p>	<p>Some edits needed in writing conventions (spelling and grammar). Evidence that more review before submission was needed. References and citations require substantial edits to meet APA 7 standards.</p>	<p>Minor edits needed in writing conventions (spelling and grammar). Evidence that a minor review before submission was needed. References and citations require edits to meet APA 7 standards.</p>	<p>Little to no edits needed in writing conventions (spelling and grammar). References and citations are mostly correctly cited in APA 7 format.</p>	<p>Relatively flawless submission and no edits needed in writing conventions (spelling and grammar). References and citations are correctly cited in APA 7 format.</p>

#### 4. LEARNING TASK 4: Teaching Philosophy - DUE: Dec. 5, 2025 @ 11:59pm

This learning task will be undertaken individually and is designed to invite you unpack and examine the underlying beliefs that shape your teaching and learning. You are asked to both explain your teaching philosophy and acknowledge how the four moments of educational theory inform different areas of your beliefs and practices by referencing the moments and the key concepts that shape your teaching. Your completed teaching philosophy can also be shared on your e-portfolio and be revised as you gain more teaching experience. As this may be the start of your teaching journey, it will be great to express your beliefs and philosophy of teaching in this moment and also recognize that this can, will, and probably should change over time as you gain more experience as a teacher.

Your teaching philosophy should include the following:

- A maximum of 4 pages double-spaced (not including references). Please refer to the APA **Student Paper** [template](#) for formatting your submission.
- The following 5 sections, fully explained and referenced:
  - Your personal guiding metaphor for teaching and learning
  - Teachers and teaching - role of the teacher
  - Learners and learning - role of learner
  - Knowledge and assessment - what counts as knowledge and the role of assessment
  - Purpose of education
- Bold key terms from the text and indicate Moments referenced (i.e., Guiding metaphor is a murmuration, a **complex system** of interconnected learners (Moment 4).)
- Cite 3-5 additional references from videos, additional readings, or other sources.
- If you did not reference one of the moments at all - indicate a short statement about why that moment did not resonate with you and your philosophy.

#### CRITERIA FOR ASSESSMENT OF LEARNING TASK 4: Teaching Philosophy

Achievement / Criterion	Beginning	Developing	Accomplished	Exemplary
<b>Content &amp; Connections</b> Clarity, completion, and conceptual understanding of the 5 required sections  <b>Criterion Score / 8</b>	- One or more sections are incomplete or poorly developed - Minimal or inaccurate use of key terms - Few or unclear references to Moments and additional sources	- All 5 sections present but some underdeveloped - Some key terms bolded - Moments referenced but inconsistently - Fewer than 3 references or vague use of them	All 5 sections are clear and well-supported - Key terms are bolded and mostly accurately linked to Moments - At least 3 relevant additional sources are cited	- All 5 sections are thorough, insightful, and conceptually strong - Key terms are bolded and clearly linked to appropriate Moments - 3-5 strong additional sources are well-integrated
<b>Pedagogical Insight &amp; Reflection</b> Depth of analysis, learner focus, reflection on Moments  <b>Criterion Score / 8</b>	- Pedagogical ideas are basic or unclear - Limited consideration of learner needs - Reflection on unreferenced Moment(s) is vague or missing	- Pedagogical ideas are present but lack depth - Learner considerations are present but underdeveloped - Some reflection on skipped Moment(s)	- Pedagogical concepts are explained with depth - Learner needs and implications of pedagogy are thoughtfully considered - Reflections on skipped Moment are thoughtful and clear	- Demonstrates nuanced pedagogical understanding - Deep reflection on learner needs and social impact - Reflection on skipped Moment(s) is well-justified and clearly aligned with philosophy
<b>Coherence &amp; Scholarly Writing</b>	- Writing lacks clarity or organization	- Writing is somewhat clear but uneven	- Writing is mostly clear and coherent	- Writing is clear, logical, and scholarly

Flow, tone, clarity, organization  <b>Criterion Score</b> / 4	- Tone may be inappropriate or overly casual - Many structural issues	- Some lapses in tone or organization - Flow could be improved	- Tone is appropriate for an academic setting - Minor issues with flow or transitions	- Professional tone throughout - Excellent flow and structure
<b>Mechanics &amp; APA Formatting</b> Spelling, grammar, referencing <b>Criterion Score</b> / 4	- Frequent grammar/spelling errors - APA citations mostly missing or incorrect	- Some grammar/spelling issues - APA citations used but inconsistently or incorrectly	- Mostly correct grammar and APA formatting - Minor citation issues	- Near-perfect grammar and APA formatting - All sources cited correctly in APA 7

### 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:

<https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>

### 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. <https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1>

### 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 behaviour 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/a89ecbf758841b5983c4b67746e7846>

### **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-cfrieb>) 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/627ed88eb4b041b7a2e8155effac3501>

### **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/legal-services/access-information-privacy>

### **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](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Tracy Dinh, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).