Erin Spring

EDUC 420: Issues in Learning and Teaching (Online)
Fall 2025

Class Dates	Sep. 2nd to Dec. 5th, 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.

LAND ACKNOWLEDGEMENT

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 (Districts 5 and 6).

COURSE DESCRIPTION

This course offers an introduction to varied interpretations of "learning" and "teaching" as they are taken up in contemporary educational research and current schooling practices. The course is organized around four defining moments in the evolution of modern schooling, starting with Standardized Education. This moment was triggered by rapid industrialization, urbanization, European expansionism, and other cultural upheavals in 17th- and 18th-century Europe. Standardized education drew much of its inspiration from industry, reflected in uniform curricula, measurable learning outcomes, and an approach to teaching that modeled after production-line work in a factory.

The second moment of Authentic Education unfolded mainly over the last century as researchers began to untangle the complexity of human cognition and educators realized the inadequacies of common-sense beliefs about learning. Teaching came to be less focused on uniformity of outcomes and more attentive to individual sense making. The third moment, Democratic Citizenship Education, was fueled in large part by civil rights movements of the 1960s, which bolstered the realization that schools often contribute to (or at least help to perpetuate) a range of inequities and

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injustices. Teaching came to be seen in terms of an ethical endeavor contributing to social justice. Finally, Systemic Sustainability Education, the fourth moment, is just unfolding now as schools and other cultural institutions find themselves out of step with the transition from a mechanization-focused, industrialized society to an ecologically minded, information-based society. Learning is being re-cognized (i.e., literally, rethought) as one of the most complex processes ever studied. And, correspondingly, teaching is coming to be seen in terms of helping to develop awareness of self, others, humanity, and the more-than-human world.

Across these four moments, particular attention will be paid to the vocabularies of learning and teaching that arose as researchers and educators grappled with emergent needs and sensibilities – oriented by the recognition that the terms used to refer to aspects of education are both descriptions and prescriptions. It thus makes sense to try to figure out what an educator in the 1600s might have had in mind when choosing to characterize the work of teaching in terms of edifying, impregnating, or instructing. Something specific was being flagged, some deep beliefs about learning and knowledge were being asserted, and a particular set of actions was being recommended.

On that point, although this is not a "how to" course, its main intention is practical, not theoretical. As will be emphasized, there are many, many perspectives, movements, practices, and intentions at play in modern schooling, and the course aims to offer strategies to help you distinguish among and draw on these sorts of elements.

Key Understandings

1. 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.
2. The notion of overlapping moments/sensibilities can serve as a useful lens for contemporary issues and debates around the project of modern schooling.
3. Implicit and explicit perspectives on knowledge/knowing and learning give rise to many and varied conceptions of teaching.
4. Varied vocabularies of teaching are not innocent; descriptions carry prescriptions.
5. 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 develop and/or engage with:
1. A knowledge of the historical influences and pragmatic implications of four key moments in the emergence of modern schooling;
2. Application of that knowledge to interpret contemporary issues in formal education;
3. Extension of that knowledge to issues not directly addressed in course materials;
4. Articulation of a perspective on teaching that is personally compelling, informed by understandings of schooling's history, and fitted to current circumstances.

COURSE DESIGN AND DELIVERY

The course will be offered online in both synchronous and asynchronous formats. All synchronous sessions will be held using Zoom while all asynchronous learning will take place over D2L. The D2L site compliments the resources and materials included in this course outline.

To successfully engage in their learning experiences at the University of Calgary, students taking blended or web-based instruction courses are required to have reliable access to the following technology:
1. A computer with a supported operating system, as well as the latest security, and malware updates;
2. A current and updated web browser;

3.   Webcam (built-in or external);

4.   Microphone and speaker (built-in or external), or headset with microphone;

5.   Current antivirus and/or firewall software enabled;

6.   Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone. The course is designed around four main moments in education to be examined and presented by the students. See the Course Schedule for details on topics and activities

REQUIRED RESOURCES

Davis, B., Sumara, D., & Luce-Kapler, R. (2015). *Engaging minds: Cultures of education and practices of teaching* (3rd ed.). Routledge.
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=2038974

Note: The text will be supplemented with highly recommended viewings of several TED Talks, available online.

ADDITIONAL RESOURCES

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

LEARNING TASKS OVERVIEW

Learning Task (LT)	Description of Learning Task	Group / Individual	Weight	Due Date
LT1: Moment Presentation/Facilitation	Digital group presentation on one of Moments 2-4 to be posted and facilitated on D2L.	Group	30%	Monday, Sep. 29, 2025
LT2: Four Moments in Context Visual	Visual representation of the way in which a metaphor of education in the home community relates to the four moments.	Individual	20%	Friday, Nov. 7, 2025
LT3: Philosophy of Teaching Story Project	Digital storytelling video / presentation to expand on the Four Moments in Context Visual.	Individual	30%	Monday, Dec. 1, 2025
LT4: Participation on D2L	Timely and thought-provoking posts/reflections/peer assessments on D2L.	Individual	20%	Ongoing

WEEKLY COURSE SCHEDULE

The following schedule provides an overview of the topics, activities, and readings to be taken up as you begin to examine the four moments related to this course. Provided in the schedule are *Reading Focus* points for each moment. Use these to guide your reading. Also listed are three Ted Talks chosen to contextualize the readings provided. Portions of the Ted Talks may be utilized in the presentations on each moment, but you may wish to preview for better understanding. The following schedule may change in response to student needs and emerging issues.

Date	Topic	Readings and Tasks	Due Dates
Week 1 Sept. 2-5	Course Overview and Moment 1 – Standardized Education	**Zoom Session #1**: 1. Discuss course overview. **Weekly task:** 1. Read Moment 1 – Standardized Education in Davis et al. (2016).	Thursday, Sep. 4, 2025 (Zoom)

Date	Topic	Readings and Tasks	Due Dates
		Reading Focus for Moment 1: 1.1. The Emergence of Standardized Education – From gnosis to episteme and the invention of modern schooling. 1.2. Knowledge and Learning in Standardized Education – Knowledge as object and the invention of the normal child 1.3. Teaching and Standardized Education – Teaching as instructing/delivering and consulting the research. **Viewing for Moment 1:** 1.Let's get practical: Standardized Education (2021). https://www.youtube.com/watch?v=7GRWOWWyxq82. 2.Why Educators need to Standardize Assessment Practices (2024) https://www.youtube.com/watch?v=Sa0BWO_2A-U 3.RSA Animate: Changing Education Paradigms (2009) https://www.youtube.com/watch?v=zDZFcDGpL4U **Discussion Board:** Post an introduction of yourself on the Discussion Board under Introductions. Where are you from and what do you hope to do when you complete your Bachelor of Education degree?	Introduction Discussion Board post – Friday, Sep. 5, noon.
Week 2 Sept. 8-12 Week 2 (continuation)	Moment 1	**Tasks to be completed this week:** Review presentation for Moment 1 posted on D2L. Read Moment 2, 3, or 4 as assigned. Work on Learning Task 1 (LT1). **Reading Focus for Moment 2: to be completed by those presenting on Moment 2** 2.1The Emergence of Authentic Education – Scientific (re)evolution and the rise of authenticity in education. 2.2Knowledge and Learning in Authentic Education – From "knowledge" to "knowing" and learning as coherence-making. 2.3Teaching and Authentic Education – Less teaching = more teaching and the inquiry method. **Viewing/Listening for Moment 2: for use by those presenting on Moment 2** 1.Growth Mindset Collection (Multiple dates) https://www.ted.com/topics/growth+mindset 2.How We Learn is More Important than What We Learn (2018) - Dr. Glenn Dakin https://www.ted.com/talks/glenn_dakin_how_we_learn_is_more_important_than_what_we_learn 3.Sir Ken Robinson (still) wants an education revolution (2021)| The TED Interview https://www.youtube.com/watch?v=jqlHR3I7Tto **Reading Focus for Moment 3: to be completed by those presenting on Moment 3** 3.1The Emergence of Democratic Citizenship Education 3.2Knowledge and Learning in Democratic Citizenship Education – Knowing and social constructions and distributed and situated knowing.	

Date	Topic	Readings and Tasks	Due Dates
		3.3 Teaching and Democratic Citizenship Education – Participatory pedagogy and critical pedagogy. **Viewing for Moment 3: for use by those presenting on Moment 3** 1. Belonging, A Critical Piece of Diversity, Equity & Inclusion (2022) https://www.ted.com/talks/carin_taylor_belonging_a_critical_piece_of_diversity_equity_inclusion 2. Chimamanda Ngozi Adichie: The danger of a single story (2010) | TED https://www.youtube.com/watch?v=D9Ihs241zeg 3. Education Reimagined Through Constructivism (2019) https://www.ted.com/talks/michelle_thompson_education_reimagined_through_constructivism **Reading Focus for Moment 4: to be completed by those presenting on Moment 4** 4.1 The Emergence of Systemic Sustainability Education – Complexity theory/science/thinking and re(dis)covery of more-than-human. 4.2 Knowledge and Learning in Systemic Sustainability Education – Necessary transdisciplinarity and learning as consciousness. 4.3 Teaching and Systemic Sustainability Education – Teaching as occasioning and education as infinite game. **Viewing for Moment 4: for use by those presenting on Moment 4** 1. The edge of panic: how to learn by taking risks (2016) | Victor Saad | TEDxUnisinos https://amara.org/videos/H2ZQyQ4YFOko/en/1218254/3021698/ 2. The must-watch TED Talks on AI from 2023 https://www.ted.com/playlists/841/the_must_watch_ted_talks_on_ai_from_2023 3.30 must-watch TED Talks (Multiple dates). These focus on recycling, global sustainability, and eco-consciousness – notions that eclipse in importance. https://hummingbirdinternational.net/ted-talks-recycling-sustainability-eco/ **Discussion Board:** Post your thoughts on Standardized Education in your community on the Discussion Board under Moment 1 – Standardized Education. Be sure to follow the instructions posted on the Discussion Board.	Wednesday, Sep. 10, noon Discussion Board post for assigned reading (Moment 1).
Week 2 (continuation)			
Week 3 Sept. 15-19	Overview: Moments in Education	**Zoom Session #2:** 1. Contrast the different moments and discuss implications for teaching. This should inform Learning Task 1 (LT1). 2. Complete the tasks below. **Tasks to be completed this week:** 1. Work on LT1 2. Meet/Connect with your group (at your chosen time). **Discussion Board:** Instructor led discussion board topics.	Thursday, Sep. 18, 2025 (Zoom)

Date	Topic	Readings and Tasks	Due Dates
			Wednesday, Sep. 17, noon Discussion Board post.
Week 4 Sept. 22-26	Overview: Moments in Education	**Tasks to be completed this week:** 1. Work on LT1 – Presentation on Moment 2, 3 or 4 as assigned (Due in Dropbox on Monday, Sep. 29, 2025, by 11:30 p.m. MST). **Discussion Board:** Instructor-led discussion board topics.	<mark style="background-color:#7B1818;color:white">**LT1: Due**</mark> Monday, Sep. 29, 2025 Wednesday, Sep. 23, noon Discussion Board post.
Week 5 Sept. 29 – Oct. 3 (Please note: National Day for Truth & Reconciliation on Tues, Sept. 30 – no classes)	Moment 2 – Authentic Education	**Zoom Session #3** 1. Have a conversation on preparing for field experience. a. Where might I see the four moments at play? b. How do my observations play into LT2 and LT3? 2. Discuss LT2 and brainstorm ideas for LT2. Possible: Moment 2 Presentations **Tasks to be completed this week:** 1. Review the presentation for Moment 2 – Authentic Education. Please note that *the instructor* will post this presentation to the Discussion Board under Moment 2 – Authentic Education and it will appear on Tuesday, Sept. 30, 2025 , by 10:00 a.m. MST. **Discussion Board:** Respond to the Moment 2 presentation. See the Discussion Board under Moment 2 – Authentic Education for questions to guide your response. The Moment 2 presentation team will facilitate the conversation.	Thursday, Oct. 2, 2025 (Zoom) Wednesday, Oct. 1, noon Discussion Board post on Moment 2
<td colspan="4" align="center">**Field Experience I** Oct. 6 – 17, 2025</td>
Week 6 Oct. 20 – 24	Moment 3 – Democratic Citizenship Education	**Zoom Session #4:** 1. Reflect about the field experience. a. Create connections to all the Moments. 2. Share ideas for LT2 and work on LT2. **Tasks to be completed this week:** 1. Review the presentation for Moment 3 – Democratic Citizenship Education. Please note that *the instructor* will post this presentation to the Discussion Board under Moment 3 – Democratic Citizenship Education.	Thursday, Oct. 23, 2025 (Zoom)

Date	Topic	Readings and Tasks	Due Dates
		Possible: Moment 3,4 Group Presentations **Discussion Board:** Respond to the Moment 3 presentation. See the Discussion Board under Moment 3 – Democratic Citizenship Education for questions to guide your response. The Moment 3 presentation team will facilitate the conversation.	Wednesday, Oct. 22, noon Discussion Board post on Moment 3
Week 7 Oct. 27 –31 Week 7 (continuation)	Moment 4 – Systemic Sustainability Education	**Tasks to be completed this week:** 1. Review the presentation for Moment 4 – Systemic Sustainability Education. Please note that *the instructor* will post this presentation to the Discussion Board under Moment 4 – Systemic Sustainability Education. **Discussion Board:** Respond to the Moment 4 presentation. See the Discussion Board under Moment 4 – Systemic Sustainability Education for questions to guide your response. The Moment 4 presentation team will facilitate the conversation.	Wednesday, Oct. 29, noon Discussion Board post on Moment 4
Week 8 Nov. 3-7	The Four Moments in Context Completing LT2 Feedback for LT2	**Zoom Session #5:** 1. Connect to Zoom to ask questions about LT2. 2. Work on LT2. **Tasks to be completed this week:** 1. Submit Learning Task 2 (LT2): Due Friday, Nov. 7, 2025 , at 11:30 p.m. MST. **Discussion Board:** Upload your LT2 project into the LT2 Group Discussion for feedback by Nov. 7 at 11:30 p.m. MST.	Thursday, Nov. 6, 2025 (Zoom) **LT2: Due** Friday, Nov. 7, 2025 in Dropbox D2L.
Reading Break Nov. 9 – 15, 2025			
Week 9 Nov. 17 – 21	Four Moments in Context and completing LT3	**Zoom Session #6:** 1. Discuss LT3. 2. Complete tasks below. **Tasks to be completed this week:** 1. Review and Discussion of Four Moments in Context – Large Group Activity. 2. Review and Practice with Digital Storytelling Resources/ Digital Tools. 3. Develop a personal philosophy of teaching. **Discussion Board:** Review and respond to a minimum of two visuals (LT2s) prepared by your peers by Wednesday, Nov. 19, 2025. .	Thursday, Nov. 20, 2025 (Zoom) Wednesday, Nov. 19, noon Discussion Board post on visuals (LT2).

Date	Topic	Readings and Tasks	Due Dates
Week 10 Nov. 24 - 28 Week 10 (continuation)	Completing LT3	**Zoom Session #7:** 1. Connect to Zoom to ask questions about LT3. 2. Work on LT3. **Tasks to be completed this week:** 1. Work on LT3 – Teaching Philosophy Story Project (Due in Dropbox on Dec. 1, 2025 by 11:30 p.m. MST). **Discussion Board:** No Discussion Board items due this week.	Thursday, Nov. 27, 2025 (Zoom)
Week 11 Dec. 1-5	Completing LT3 and discussing emerging trends.	**Zoom Session #8:** 1. Connect to Zoom to share and reflect on LT3 and LT4. 2. Engage in a critical dialogue to share personal reflections on how the course assessments and content could impact their teaching and learning practices. 3. Explore emerging trends and co-create new knowledge. **Tasks to be completed this week:** 1. Work on LT3 – Teaching Philosophy Story Project (Due in Dropbox on Dec. 1, 2025, by 11:30 p.m. MST). 2. Post your LT3: to the LT3 Projects by Monday, Dec. 1, 2025, at 11:30 p.m. MST and to the LT3 - Philosophy of Teaching Group Discussion. 3. Review and respond to a minimum of two LT3 - Philosophy of Teaching Project Stories posted by your peers by Wednesday, Dec. 3, 2025 at 12:00 p.m. MST. 4. Research one topic related to emerging trends that could be shared during the last Zoom session. **See next page.** **Discussion Board:** See the Discussion Board under LT3 - Philosophy of Teaching Story Projects for questions designed to guide your response on the stories created by your peers. Please connect your responses directly to the course topics.	Thursday, Dec. 4, 2025 Zoom Research one topic. **LT3: Due** Monday, Dec. 1, 2025 in Dropbox D2L Wednesday, Dec. 4, noon Discussion Board on LT3.

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 ASSESSMENTS

There are 4 required Learning Tasks for this course that are aligned with the learner outcomes and key understandings.

1. **LEARNING TASK 1: Moment Presentation / Facilitation – DUE: Monday, Sep. 29, 2025 (30% of the course grade)**

For this learning task students will be asked to summarize and contextualize the information contained in the text on either Moment 2, 3, or 4. The groups will be created by the instructor in advance of the first Zoom session and will be responsible for a PowerPoint presentation outlining the content provided in the text. To this end, groups are asked to attend to the following in their presentations:

1. Provide a concise, point form summary of the major concepts in the chapter in a PowerPoint or Prezi presentation of between nine (9) and twelve (12) slides. Students are encouraged to reference the Reading Focus points listed in Week 2 of the Course Schedule to assist in concisely summarizing the information. Students are also encouraged to include visuals and to other means of presenting information as well as text.

2. Describe the moment in contrast to the other moment and discuss implications for education, including issues in teaching and learning, with illustrating examples.

3. Provide a contextual link to current thought using the Ted Talks provided in the Viewing Focus points listed under Week 2 in the Course Schedule. Consider how these videos speak to the educational sensibilities of the moment with which they are associated. This should be done in one (1) to three (3) slides.

4. Consider evidence from your own education or from the community in which you live. Reflect on the ways in which you have or have not been subject to the educational ideals espoused by the moment you are presenting. This should be done in one (1) to two (2) slides.

5. Present three (3) to five (5) questions for your peers to consider as they respond to your presentation.

6. Correctly cite any works used, including the text, and any images you may use using APA.

7. Over the course of the week, each member of the group will facilitate the discussion by responding to the posts left by peers and by drawing conclusions and posing further questions based on those posts.

LT1: Grading Rubric for the Moment Presentation/Online Facilitation Task
Note: All group members will get the same grade unless evidence suggests this is inappropriate.

LT1 Criteria	Excellent (A+ to A)	Good (A- to B	Satisfactory (B- to C)	Unsatisfactory
Content (10 pts) Quality of understanding demonstrated	The **ppt presentation** clearly introduces and thoroughly develops **the topic** with several relevant facts, concrete details, and examples. **Core issues and concepts** are presented with clear and concise explanations, analysis, and understanding. The **ppt notes and details** connect to/expand beyond the textbook in several ways including details & connections to cartoons/visuals/videos/	The **ppt presentation** introduces and develops **the topic** with relevant facts, concrete details, and examples. **Core issues and concepts** are presented with clear explanations, analysis, and understanding of most of the information presented. The **ppt notes and details** connect to/expand beyond the textbook in one or more ways by including details like	The **ppt presentation** introduces **the topic** with some facts, details, and examples, but the focus is unclear. **Core issues and concepts** are presented with explanations, analysis, and understanding of some of the information presented. Attempts to connect the **ppt notes and details** from the textbook were made but could have used more effective details like	The **ppt presentation** topic was unclear, and there was little to no explanation or analysis of the **issues and concepts** presented. The **ppt notes and details** did not connect directly beyond the textbook in one or more ways through including details like

LT1 Criteria	Excellent (A+ to A)	Good (A- to B	Satisfactory (B- to C)	Unsatisfactory
	links from a variety of different media. The **additional examples** expand upon the topic ideas/themes & offer multiple new and innovative ideas. There were 3 or more examples directly from the text that were exceptionally well explained within the ppt.	cartoons/visuals/videos/ links. The **additional examples** expand upon the topic ideas and present some new and innovative ideas. There were 2 or more examples directly from the text that were well explained within the ppt.	cartoons/visuals/videos/ links. The **additional examples** expand upon the topic ideas and present at least one new and innovative idea. There was at least one example directly from the text that was explained competently within the ppt.	cartoons/visuals/videos/l ink. The **additional examples** did not explain the key topics and ideas in more detail.
Pedagogical Considerations (10 pts) Attentive to peers	The **presentation is "designed** to teach and provide individual learning connections." It moves beyond simple reporting to engage and challenge its audience. The presentation included exemplary and **innovative interactive** activities which were facilitated throughout the week and encouraged rich and detailed discussions. **Evidence of two questions** from the ppt connect directly to the topic and encouraged peers to expand upon their own ideas and understanding in an engaged manner. **Facilitation of weekly questions** provided multiple ways for peers to connect and engage with the weekly topic.	The **presentation is "designed** to teach". The presentation provided **effective interactive activities** that engaged peers and were facilitated throughout the week in a timely manner, encouraging effective ongoing **discussions**. **Evidence of two questions** from the ppt connected to the topic for the most part and encouraged peers to discuss the topic and describe their understanding. **Facilitation of weekly questions** provided ways for peers to connect and engage with the weekly topic for the most part.	The **presentation is "designed** to teach". The presentation provided some basic interactive activities that engaged peers and were facilitated sporadically throughout the week. Discussions were **limited.** **There was evidence of one question** from the ppt that connected to the topic. There was some peer encouragement or engagement to discuss the topic and describe understandings. **Facilitation of weekly questions** provided some ways for other students to connect and engage with the weekly topic.	The **presentation is not "designed to teach." The presentation** provided few or no interactive activities to engage the fellow learners, and no activities were facilitated throughout the week. There were **few or limited discussions** between the presenting group and other students. **There was no evidence of questions** from the ppt that connected in any way to the topic and/or encouraged other students to discuss the topic. **Facilitation of weekly questions** were conducted with little effort and thus limited peers' engagement and connection the weekly topic.

LT1 Criteria	Excellent (A+ to A)	Good (A- to B	Satisfactory (B- to C)	Unsatisfactory
	Weekly presentation facilitation demonstrated the ideas of **all group members** and provided a clear understanding of the topic.	Weekly presentation facilitation demonstrated the ideas of **some** of the **group members** own ideas and provided a general understanding of topic.	Weekly presentation facilitation demonstrated **a limited number** of **group members** ideas and provided only a partial understanding of topic.	Weekly presentation facilitation demonstrated **no ideas from group members** and there was limited to no understanding of topic.
Presentation (10 pts) Quality of composition	The **ppt design is** well designed with concise, clear, clean wording and visuals. A visually appealing **ppt template** fully support and enhance the theme/content of the presentation. The **colours and fonts** within the presentation fully support and enhance the overall design of the slides and flow of the topic. **References** are correctly cited using APA 7. (There are limited errors that do not distract from effective APA 7 style).	The **ppt design** mostly utilized concise, clear, clean wording and visuals. A **ppt template** mostly support the theme/content of the presentation. **Colours and fonts** within the presentation mostly support and enhance the overall design of the slides and flow of the topic. **References** are mostly cited correctly using APA 7. (There are some errors that cause minor distractions from effective APA 7 style).	The **ppt design** somewhat utilized concise, clear, clean wording and visuals. A **ppt template** provided little support of the theme/content of the presentation. **Colours and fonts** within the presentation offer limited support and enhancement to the overall design of the slides and flow of the topic. **Some References** are not correctly cited using APA 7. (Several errors distract from an effective APA 7 style).	The lack concise, clear, clean wording, and visuals, distracts and confuses the viewer. A **ppt template** provides no support of the theme/content of the presentation. **Colours and fonts** within the presentation do not support or enhance the overall design of the slides and flow of the topic. Most **References** are not correctly cited using APA 7. (There are multiple errors that distract from an effective APA 7 style).

2. **LEARNING TASK 2: Four Moments in Context Visual – DUE: Friday, Nov. 7, 2025 (20% of the course grade)**

This assignment is intended to give you an opportunity to connect your community and your own experiences to the four moments. The task will be undertaken individually and involves (1) choosing an object or image that stands as a metaphor for education in your community and (2) presenting this object or image with references to the four moments through a visual *that is useful and informative to your peers*. To be clear, while it is vital that your visual is informative, it is no less important that you carefully consider the pedagogy. This task is about contributing to group knowledge and application of the four moments, not simply reporting – and that means that you need to be attentive to such design matters as formatting of information, selection of metaphors and images, and strategies for engagement. There are five principal constraints on this task:

1. It must be focused on an image or object that will stand as a metaphor for education in your community.
2. A maximum of 400 words is permitted on the visual (not including references).
3. The visual must be compared and contrasted to all four moments, demonstrating how this object or image has survived the test of time in your community.
4. It must be in a format that can be posted to D2L, and it must be stand-alone, meaning it is not a multiple page presentation, but a one-page document dominated by the visual.

5. It must attend to context. Be clear about why this image or object is significant to education in your community specifically and to your community more generally.

6. Be cognizant of visual appeal and clarity.

7. Include your reference list separately as part of your initial post on D2L.

While this is not a poster, per se, there is a great deal of material available online on how to construct a good academic/conference poster and much of the advice given here can be of assistance to you. It is strongly recommended that you consult some of it. As well, if you're looking for good examples, try an image search of "conference poster" and related terms.

Submission – Please submit your visual to the Dropbox entitled LT2 - Four Moments in Context Visual by 11:30 p.m. MST on Friday, Nov. 7, 2025, and upload it also to the Four Moments in Context Visual Discussion Board by Friday, Nov. 7, 2025, at 11:30 p.m. MST. Finally, review and respond to a minimum of two visuals (LT2s) prepared by your peers by Wednesday, Nov. 20, at noon.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2
LT2: Grading Rubric for the Four Moments in Context Visual

LT2 Criteria	Excellent (A+ to A)	Good (A- to B)	Satisfactory (B- to C)	Unsatisfactory
Content (7 pts) Quality of understanding demonstrated: The visual evidence clarity, understanding, and insight in terms of core course issues and concepts.	The content provides insightful and creative understandings and analyses. **The ideas provide challenge and interpretations** are developed with insight, depth, and originality. The **visual** is connected through a sophisticated metaphor to all four moments. It stands as superior and exemplary.	The content provides foundational & effective understandings and analyses. The ideas and **interpretations** are effectively clear, connected, and focused. The **visual** is effectively connected foundationally to all four moments.	The content is somewhat confusing and is beginning to impact effective understanding and analyses. The ideas and **interpretations** are somewhat clear, connected, and focused, and some parts are confusing. The **visual** is somewhat connected to all four moments and clarity is an issue.	The content is confusing and impacts effective understanding and analyses. The ideas and **interpretations** are unclear, disconnected, and unfocused, and confusing. The **interpretations** may not reflect the intentions of the assignment and/or may not be clearly focused and/or written. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your visual. In such instances, a maximum grade of 8/12 can be earned.
Pedagogical Considerations (7 pts) Attentive to peers: The visual is "designed to teach." It moves beyond simple	The **visual** shifts beyond reporting/telling and engages and challenges its' audience. Insightful and exemplary metaphors and images are utilized to build engagement.	The **visual** shifts beyond reporting/telling and effectively engages the audience. Effective metaphors and images are utilized to build engagement.	The **visual attempts to** shift beyond reporting/telling and engage the audience. However more effective metaphors and images are needed to build more understanding and engagement.	The **visual** did not move beyond reporting and did not use methods, such as metaphors, images, or other strategies to build engagement and understanding.

LT2 Criteria	Excellent (A+ to A)	Good (A- to B	Satisfactory (B- to C)	Unsatisfactory
reporting to engage and challenge its audience.				
Presentation (6 pts) Quality of composition: concise, clear, clean wording. References (if used) are correctly cited.	Visual is impactful and text is legible. Graphics and effects are used throughout to enhance presentation. Information consistently supports images. **References** are correctly cited using APA 7 and posted separately on D2L. There are few mistakes, but these do not distract from an effective APA 7 style.	Visual is effective and text is legible. Graphics and text enhance idea/thematic presentation. Information adequately supports images. **References** are mostly cited correctly using APA 7 and posted separately on D2L. (There are some errors that cause minor distractions from effective APA 7 style).	Visual lacks effectiveness. There is too much text in places and some graphics or effects are distracting or unclear. Information supports images at times. **Some References** are not correctly cited using APA 7. (Several errors distract from an effective APA 7 style).	Visual is disorganized and confusing. The amount of text is too great, and the graphics or effects are unclear. The information does not consistently support images. Most **References** are not correctly cited using APA 7. (There are multiple errors that distract from an effective APA 7 style).

3. **LEARNING TASK 3: Philosophy of Teaching Digital Storytelling Project – DUE: Monday, Dec. 1, 2025 (30% of the course grade)**

Davis et al. (2015) reiterate that as teaching and learning has continued to evolve, there has also been resurgence of ancient knowledge such as storytelling as both a "mode and focus…" (p. 245) that embraces an original appreciation of deep knowledge and the arts in education. Narratives are connected to how we make meaning and help build bridges between knowledge, practical experience, and for the sake of this assignment – how we want to *be and do* as teachers. Thus, your task is to develop and share a story that includes emerging elements of your philosophy of teaching, together with an extension of the metaphor of the moment inquiry in the previous assignment.

Although the *story writing* for this assignment will be built from the ancient craft of joining experience, meaning-making, and context, the *story telling* will be done through modern digital means, building an evocative media-rich presentation through the creation of a "digital story" – weaving together multi-media elements such as images, music or audio clips, text, and video in order to create an evocative narrative.

Digital Storytelling Expectations:
1. Create a script or a storyboard around the visual metaphor you chose in Task #2. You will choose one moment upon which you will elaborate and delve deeply into the way your visual stands as both a metaphor for education in connection to your personal philosophy of teaching.
2. Develop an explanatory Power Point Presentation (up to 2-minutes) with audio narration to complement your Four Moments in Context Visual (which you may revise if you wish, but that's not required and will not be graded).
3. Utilize personal and evocative photo images to help *tell* your story and to explore more deeply your metaphor. Collected photo images can be imported into Google Slides, PowerPoint, CANVA, or Prezi. Add effects and transitions to the visuals if desired.
4. A recorded voice narration needs to accompany the photos and, if desired, add music soundtrack and/or sound effects. Revise and edit.

5. APA 7 standards are required for all multi-media content utilized. A final slide with formalized references is required.
6. Please try to ensure your video is not more than 100MB in size.
7. Submit your presentation to the Dropbox entitled LT3 - Philosophy of Teaching Digital Storytelling Project by 11:30 p.m. MST on Monday, Dec. 1st, 2025.
8. Additionally, post a link or copy of your digital story to the appropriate assigned area on the Discussion Board under Philosophy of Teaching Story Projects by Wednesday, Dec. 3rd, 2025, at 12:00 p.m. MST.
9. The following websites offer helpful frameworks for building your digital stories from start to finish:
    a. https://guides.lib.uoguelph.ca/DigitalStory
    b. https://guides.library.utoronto.ca/digitalstorytelling
    c. https://tlp-lpa.ca/digital-skills/digital-storytelling

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3
LT3: Grading Rubric for the Philosophy of Teaching Story Project

LT3 Criteria	Excellent (A+ to A)	Good (A- to B	Satisfactory (B- to C)	Unsatisfactory
Content (8 pts) Quality of understanding demonstrated of course, topics, and key concepts	The **story** demonstrated evidence of clear/deep understanding and insights related to key course topics, issues, and concepts. Supporting ideas are well-focused. Details are relevant and enrich the work. The **extension of the metaphor** regarding one moment is completed with depth and impact. The **interpretations** reflected and exceeded the intentions of the assignment and were expanded upon and/or written in innovative and new ways. The **storyline** is connected and expanded from the textbook/course topics in multiple (3 +) new unique and or innovative ways.	The **story** mostly demonstrated evidence of clear/deep understanding and insights related to key course topics, issues, and concepts. Supporting ideas are well-focused for the most part, and details are relevant. The **extension of the metaphor** regarding one moment is effective for the most part. The **interpretations** did reflect the intentions of the assignment and were mostly expanded upon. The **storyline** is connected from textbook/course topics in multiple (2 + ways). There were 2 or more direct connections to the text/course topics that	The **story** demonstrated some evidence of clear/deep understanding and insights related to key course topics, issues, and concepts. Some supporting ideas are focused, and some details are relevant. The **extension of the metaphor** regarding one moment is somewhat effective. The **interpretations** reflected some intentions of the assignment and were partly expanded upon. The **storyline** is connected from textbook/course topics in at least one way. There was at least one connection to the text/course topics	The **story** demonstrated limited evidence of clear/deep understanding and insights related to key course topics, issues, and concepts. Limited number of supporting ideas are focused, and many details are not relevant. The **extension of the metaphor** regarding one moment is limited and weak. The **interpretations** reflected few intentions of the assignment and were not effectively expanded upon. The **storyline** is connected from textbook/course topics in limited ways. There were limited connections to the text/course topics explained within the story.

LT3 Criteria	Excellent (A+ to A)	Good (A- to B	Satisfactory (B- to C)	Unsatisfactory
	There were 3 or more direct connections to the text/course topics that were exceptionally well explained within the story.	were well explained within the story.	explained within the story.	
Planning (4 pts) **Use of script and storyboard process**	Storyboard includes completed sketches, sequencing, pacing, script and illustrations.	Evidence of planning through most of the storyboard, including sketches, sequencing, pacing, script, and illustrations	Evidence of planning through some of the storyboard, including sketches, sequencing, pacing, script, and illustrations	Little to no evidence of planning, including minimally completed sketches, sequencing, pacing, script and images.
Personal Teaching Philosophy (7 pts) Personal connection to course topics and key concepts	The **personal connection to a specific moment** from the textbook is accurately and innovatively expanded upon in detail with examples and provides thorough evidence of a deep reflective practice. The **personal philosophy of teaching** is clearly identified through multiple (3 or more) connections to the course content and specific moment(s).	The **personal connection to a specific moment** from the textbook is clearly expanded upon with evidence of reflective practice. The **personal philosophy of teaching** is identified through 2 or more connections to the course content and specific moment(s).	The **personal connection to a specific moment** from the textbook is expanded upon in the story in some way. The **personal philosophy of teaching** is identified through one connection to the course content and specific moment(s).	The **personal connection to a specific moment** from the textbook is expanded upon in the story in limited or confusing way. The **personal philosophy of teaching** is confusing and not well connected to the course content and specific moment(s).
Pedagogical Considerations (6 pts) Connection to audience	The **story** is engaging and sophisticated and could be used to share as an example of student learning for future professional opportunities. It stands as superior and exemplary. It moves beyond a simple story to engage and challenge its educational audience to expand on their ideas about learning and teaching in a new way.	The **story** is engaging and easy to follow for the most part. The material is clearly and cleanly written and could be used for future professional opportunities. It could be used as a template or example for others to follow. It is a detailed story for an educational context/audience that describes the key ideas/concepts from the course.	The **story** is somewhat clear and easy to follow. The material could be used for future professional opportunities with some revisions. It is a story for an educational context/audience that describes some key ideas/concepts from the course..	The personal connection to a specific moment(s) from the textbook is/are expanded upon in the **story** in some way. The personal philosophy of teaching is identified through limited connections to the course content and specific moment(s).

LT3 Criteria	Excellent (A+ to A)	Good (A- to B	Satisfactory (B- to C)	Unsatisfactory
Presentation (5 pts) Quality of composition	The **story design** was exceptionally clear and well designed with concise, clear, clean wording and visuals (No grammar or visual design errors).	The **story design** was very clear and well designed with concise, clear, clean wording and visuals (Few grammar or visual design errors – less than 2).	The **story design** was clear and designed with clear wording and visuals (Few grammar or visual design errors).	The **story design** weak and attempted to use concise, clear, clean wording. (There are multiple grammar or visual design errors).
	An innovative and unique **visually appealing story** template was chosen to connect to the topic in multiple (more than 3). The **colours and fonts** within the presentation were also connected to the topic. Evidence of use of exceptionally well-chosen images, colours, and visual representations.	A **visually appealing story** template was chosen to connect to the topic. The **colours and fonts** within the presentation were also connected to the topic in 2+ ways. Evidence of use of well-chosen images, colours, and visual representations.	A **visually appealing story** template was chosen to connect to the topic. The **colours and fonts** within the presentation were also connected to the topic in 2+ ways. Evidence of use of well-chosen images, colours, and visual representations.	The intention and placement of the images, colours and **visual representations** is confusing. **Colours and fonts** within the presentation attempted to connect to the topic.
	CC licensing considered.	**CC licensing** mostly considered.	**CC licensing** at times considered.	**CC licensing** is not considered.
	References are correctly cited using APA 7 and posted separately on D2L. There are few mistakes, but these do not distract from an effective APA 7 style.	**References** are mostly cited correctly using APA 7 and posted separately on D2L. (There are some errors that cause minor distractions from effective APA 7 style).	**Some References** are not correctly cited using APA 7. (Several errors distract from an effective APA 7 style).	Most **References** are not correctly cited using APA 7. (There are multiple errors that distract from an effective APA 7 style).

4. **LEARNING TASK 4: Participation on D2L – DUE: Ongoing (20% of the course grade)**

Your participation on the Discussion Board in D2L serves as a replacement for the conversation that one would have in a face-to-face class and should, therefore, be considered extremely important. It is not only important for each of you to contribute for your own benefit but also for the benefit of your peers as they attempt to grow as scholars of education through your feedback. All discussion board posts, be the questions posed by the instructor, questions posed by your peers or feedback on the work of others, will be accounted for in this learning task. Please note that all discussion board posts are noted on the Course Schedule and details of posting requirements can be found on the discussion board itself. At all times, students should endeavor to make their posts thought-provoking, constructively critical, respectful and timely.

Submission – Students will post on the D2L Discussion Board as per the requirements of each week as noted in the Course Schedule.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4
LT4: Grading Rubric for Participation on D2L

LT4 Criteria	Excellent (A+ to A)	Good (A- to B)	Satisfactory (B- to C)	Unsatisfactory
Content (7 pts) Demonstration of understanding of course topics/content	The **posts** demonstrated evidence of clear and deep understanding and insight in terms of key course topics, issues, and concepts. Supporting ideas are well-focused. Details are relevant and enrich the work. The **interpretations** reflected and exceeded the intentions of discussions and were expanded upon and/or written in innovative and new ways. The posts directly **connected and expanded** upon the textbook/course topics in multiple new unique and or innovative ways in every discussion.	The **posts** demonstrated evidence of mostly effective and foundational understanding in terms of key course topics, issues, and concepts. Supporting ideas are well-focused for the most part, and details are relevant. The **interpretations** of the posts described the intentions of discussions and were mostly expanded upon. The posts mostly **connected and expanded** upon the textbook/course topics.	The **posts** demonstrated some evidence of understanding and insight in terms of key course topics, issues, and concepts. Some supporting ideas are focused, and some details are relevant. The **interpretations** of the posts sometimes described the intentions of the discussions. The posts sometimes **connected** to the textbook/course topics.	The **posts** demonstrated limited evidence of understanding and insight in terms of key course topics, issues, and concepts. Supporting ideas are focused, and many details are not relevant. The **interpretations** of the posts were often confusing and limited with regards to the intentions of the discussions. The posts did not **connect** to the textbook/course topics.
Building Knowledge (7 pts) Evidence of contributing to a learning community	The **posts attract attention and/or invite engagement** by expanding upon ideas, adding additional media/ links from outside the course and provoking/ challenging the discussion in thoughtful ways. There are multiple suggestions for improvement and questions to further the work/conversation. The **posts are always respectful** and acknowledge alternate opinions and perspectives in authentic, relevant and in meaningful ways.	The **posts mostly invite some** by answering questions, describing the key concepts and considering additional media/ links from outside the course to expand upon the discussion. The **posts are mainly respectful** and acknowledge alternate opinions in meaningful ways.	The **posts attempt to invite engagement** by answering some questions, describing some of the key concepts. The posts sometimes have additional media/ links from outside the course to expand upon the discussion. The **posts are somewhat respectful** and need to improve upon acknowledging alternate opinions in meaningful ways.	The **posts invite engagement** by answering questions, describing the key concepts and considering additional media/ links from outside the course to expand upon the discussion in a limited way. **Some of the posts could be considered disrespectful** and do not acknowledge alternate opinions in meaningful ways.

LT4 Criteria	Excellent (A+ to A)	Good (A- to B)	Satisfactory (B- to C)	Unsatisfactory
	The posts accepted feedback very well and replies demonstrate evidence of reflective practice.	**The posts show a willingness to accept feedback** and replies demonstrate evidence of reflective practice for the most part.	There are a few suggestions for improvement and some questions to further the work/conversation. **The posts at times do not show a willingness to accept feedback** and replies sometimes demonstrate some evidence of reflective practice.	There are limited suggestions for improvement and few questions to further the work/conversation. **The posts do not seem to show a willingness to accept feedback** and replies demonstrate limited evidence of reflective practice.
Quality of Posts (6 pts) Evidence of proper grammar, references & composition	The posts are **grammatically correct** and easy to understand. **Posts do not exceed 500 words**. There are limited **grammatical errors** that do not affect the quality or understanding of posts. The posts are always **timely** and occurring within the week they are expected. **References** are correctly cited using APA 7 and posted separately on D2L. There are few mistakes, but these do not distract from an effective APA 7 style.	The posts are **grammatically correct** and easy to understand. **Posts generally do not exceed 500 words**. There are some **grammatical errors** that mostly do not affect the quality or understanding of posts. The posts are mostly **timely** and occur within the week they are expected. **References** are mostly cited correctly using APA 7 and posted separately on D2L. (There are some errors that cause minor distractions from effective APA 7 style).	The posts are **grammatically correct** and easy to understand. **Some posts are not at 500 words**. There are several **grammatical errors** that begin to affect the quality or understanding of posts. The posts are sometimes not always **timely** and do not always occur within the week they are expected. **Some References** are not correctly cited using APA 7. (Several errors distract from an effective APA 7 style).	The posts are **mostly grammatically correct** and easy to understand. **Many posts do not meet the 500-word** guideline. There are too many **grammatical errors** which affect the quality or understanding of posts. The posts are often late and do not always occur within the week they are expected. Most **References** are not correctly cited using APA 7. (There are multiple errors that distract from an effective APA 7 style).

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:

1. **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.

2. **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/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

All group members will receive the same grade unless evidence exists to suggest otherwise. If there is sufficient evidence to suggest that an individual has not made substantive contributions to a group assignment, the individual may be required to submit an alternative assignment that is negotiated with the instructor OR the individual may receive a mark of '0.'

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.

INSTRUCTOR STATEMENT OF EXPECTATIONS FOR AI USE

Course participants are invited to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or to help produce assignments. However, students must acknowledge any use of such tools in the following ways:

1. Please inform the instructor in writing of the intention to use such technology in advance of its use; include a statement in any assessment that uses an AI generation tool explaining what you used the tool for and what prompts you used to get the results.

2. Please indicate exactly what content is generated by, paraphrased from or based on an AI generation tool using quotation marks, italics or another format indicated by your instructor.

3. Referencing: Check updates on the style guide you use (for example, APA) for guidance on how to cite AI and/or consult with the UCalgary Library. Misuse of these tools will be considered academic misconduct and will be treated as such; students are ultimately accountable for the work they submit.

**Please be aware of the limitations of ChatGPT, including the following: Tools like ChatGPT are known to have issues with providing incorrect and false information. The information from these tools should not be used without confirming it with another source. It is your responsibility to check the information provided for errors or omissions.

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

Grade	GPA Value	%	Description
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