

*Erin Spring***EDUC 430 Pragmatics of Learning and  
Teaching COMMUNITY BASED Fall 2025**

**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).*

**Class Dates:** September 2-December 5, 2025

**Class Days:** Synchronous classes using Zoom.

**Truth and Reconciliation Day:** September 30, 2025 [no classes]

**Field Experience I:** October 6-17, 2025

**Term Break:** November 10-14, 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.

**Prerequisite:** 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 in consultation with your instructor.

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

**COURSE DESCRIPTION:**

EDUC 430: The Pragmatics of Learning and Teaching focuses on the nature of teaching and learning from both a theoretical and pragmatic perspective; addressing ways teachers engage with curricula and assessment, to make them relevant and meaningful for their students. The course also explores teachers' interactions with systems and school policies, emphasizing topics such as: school culture, inclusive practices, planning and preparing for teaching, assessment, and professional conduct. In discussion, and through experiential learning opportunities, this course (in concert with EDUC 440, Field Experience I) will prepare students to participate in classroom and school communities and for ongoing reflection of professional work, values and goals.

**LEARNER OUTCOMES (LOs):**

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

1. An ability to effectively articulate an understanding of the concepts of teaching and learning, and to draw on personal reflection and observation, to support these views with examples.
2. Knowledge of school culture and the roles of teachers within schools.
3. An introduction to the importance of professional self-care as a component of occupational health.
4. An understanding of diversity within schools and communities, as well as of the similar and diverse needs of learners within classrooms and methods to support inclusion.
5. A core understanding of modes of instruction, assessment, and the foundations of planning for successful and effective teaching experiences.
6. An understanding of the ethical underpinnings of the teaching profession.

### COURSE DESIGN AND DELIVERY:

The community-based course sections will be delivered both synchronously on Zoom (see above dates and Zoom schedule on D2L), and asynchronously, using D2L. Students will require access to a computing device that contains current software and hardware capable of running D2L and creating documents for learning tasks. The course is organized according to three essential questions which include:

- Who am I? How do my beliefs shape my perception of learning, teaching, and school culture?
- What are the pragmatic realities of learning and teaching and how are these realities played out in schools?
- What is education for?

In an attempt to seek answers to each essential question, a number of topics will be examined, each designed to broaden your perspectives as you move into the role of teacher. These three essential questions are designed to examine teaching and learning from a nested perspective, beginning with the individual as a student of teaching, moving to the student as teacher in school, moving to the school as a construct of society. This course is also designed to support and inform your EDUC 440 Field Experience I course. In this course, you will be prepared to enter the field in order to observe and assist. To this end, all topics will build upon one another in preparation for your first field experience and then as a reflection upon your return from the field. A variety of instructional strategies will be used to assist in the development of topic understanding, with emphasis on: interaction, discussion, and the sharing of ideas, experiences, and knowledge. Additionally, there will be four assessment tasks intended to prompt reflection on the content, and spur insights related to your understanding of the pragmatics of learning and teaching.

### REQUIRED AND SUPPLEMENTAL RESOURCES:

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

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

*Note: The instructor may supplement readings with additional materials beyond the course outline.*

### LEARNING TASK OVERVIEW

Course Assignment	Description of Assignment	Percentage of Final Grade
<b>Learning Task #1</b> Academic Response	<b>Due: September 19</b> One written response to course readings, discussions held in class and guiding questions [LOs #1 through #5]	Total: 20% (individual)
<b>Learning Task #2</b> Annotated Lesson Plan & Teaching Demonstration	<b>Due October 3 (Part A)</b> <b>Due November 21 (Part B)</b>	Total: 45% (group)
	<u>Part A:</u> Annotated lesson plan on an everyday activity with detailed reflections on choices made for the lesson [LOs #1, #4 and #5]	Part A: 25%
	<u>Part B:</u> Presentation of annotated lesson plan from Part A, with teaching strategy learned during the Field I [LOs #1, #4 and #5]	Part B: 20%
<b>Learning Task #3</b> Theory to Practice Paper	<b>Due December 5</b> Critical reflective essay paper that requires you to analyze and synthesize your experiences in field and the readings and discussions held in class [LOs #1, #2, #4 and #5]	35% (individual)

*Preliminary detail on each of the tasks is provided in course outline. More specific details will be presented in class.*

**WEEKLY COURSE SCHEDULE:**

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

**PLEASE NOTE: All readings can be found in the Reading List under “My Tools” in D2L or directly via :**  
[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/lists/25744152860004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/25744152860004336?auth=SAML)

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

**Week 1 – September 2-5: Who am I, and how do my perceptions shape my view of schools? What is school culture, and how will my perceptions shape school culture?**

Week 1 will explore professional identity and perceptions of schools.

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

**Required Reading:**

Alberta Teachers' Association. (n.d.). *Why do teachers teach? Teaching-best career*. Edmonton, AB: Author.  
<https://www.teachers.ab.ca/TheTeachingProfession/BecomingaTeacher/Pages/ExploringTeachingasaCareer.aspx>  
<https://www.youtube.com/watch?v=tMjIjWtRXks&list=UU7UCFdfHw6vwyKIn8rEyH-g>

Palmer, P.J. (1997). The heart of a teacher identity and integrity in teaching. *Change: The Magazine of Higher Learning*, 29(6), 14-21. DOI:  
<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/00091389709602343>

Pierson, R. (2013). *Every kid needs a champion*. [Video]. TED.  
[https://www.ted.com/talks/rita\\_pierson\\_every\\_kid\\_needs\\_a\\_champion](https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion)

**Supplemental Resources:**

Emdin, C. (2013). *Teach teachers how to create magic* [Video]. YouTube.  
[https://www.ted.com/talks/christopher\\_emdin\\_teach\\_teachers\\_how\\_to\\_create\\_magic](https://www.ted.com/talks/christopher_emdin_teach_teachers_how_to_create_magic)

Hare, J. (2011, April 18). *15 things I wish I'd known before becoming a teacher*. Teaching Monster.com.  
<http://jillhare.blogspot.com/2011/04/15-things-i-wish-id-known-before.html?m=0>

Wright, S. (2013). *The power of student-driven learning*. [Video]. YouTube.  
<https://www.youtube.com/watch?v=3fMC-z7K0r4>

*Any supplemental resource as required by the instructor.*

**Week 2 – September 8-12: How do I build a positive classroom community? How do my perceptions of schooling impact my beliefs around classroom community and positive school relationships?**

Week 2 will address the many approaches to good teaching and creating positive learning experiences.

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

**Required Reading:**

Marzano, R.J. & Pickering, D. J. (2011). Chapter one: Research and Theory. In R.J. Marzano & D.J. Pickering, *The highly engaged classroom* (pp. 3-20). Marzano Resources. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3404837&ppg=13>

Truby, D. (n.d.). *8 ways to build positive school culture now*. We Are Teachers. <https://www.weareteachers.com/8-ways-build-positive-school-culture-now/>

**Supplemental Resources:**

Alberta Education. (n.d.) *Safe and caring schools*. <https://www.alberta.ca/safe-and-caring-schools#jumplinks-0>

Booth Church, E. (2018). *Start the year by building community*. Early Childhood Today.

<https://www.linkedin.com/pulse/start-year-building-community-ellen-booth-church>

Heich, T. (2014). *10 characteristics of a highly effective learning environment*. teachthought.

<https://www.teachthought.com/learning/effective-environment/>

Hyndman, B. (2019). *Let them play! Kids need freedom from play restrictions to develop*. The Conversation.

<https://theconversation.com/let-them-play-kids-need-freedom-from-play-restrictions-to-develop-117586>

MindShift (2017). *Empathy is tough to teach but is one of the most important life lessons*. MindShift.

<https://www.kqed.org/mindshift/47502/empathy-is-tough-to-teach-but-is-one-of-the-most-important-life-lessons>

Terada, Y. (2019) *Five keys to effective classroom management*. Edutopia. <https://www.edutopia.org/article/key-effective-classroom-management/>

*Any supplemental resource as required by the instructor*

**Essential Question #2: What are the pragmatic realities of learning and teaching and how are these realities played out in schools?****Week 3 (September 15-19) & Week 4 (September 22-26)\***

- What role does planning play in preparing to teach? How do teachers design tasks and what are the basic planning elements I will be accountable for as a teacher?
- What role does assessment play in preparing to teach? What counts as evidence of learning, and how do teachers implement assessment for, of and as learning?

*\*Your instructor will provide more details for reading schedule for these two weeks.*

**Week 3 & 4 classes will examine both planning and design as well as assessment and evaluation.**

*Planning and Design:* To understand the role of planning, we will examine both the knowledge building and task design ideals behind good planning and the technical aspects of creating a sound lesson plan, that is both practical and informative for the practicing teacher. This section will form the foundation for your Specialization classes.

- Elements of a lesson plan
- Knowledge building and task design
- Evaluating lesson planning choices
- Beginning with the end in mind

*Assessment:* To understand the role of assessment in teaching and learning, we will explore, as an overview,

different types of assessment and their uses in teaching and learning. More robust instruction and practice will happen in your Assessment course.

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

### Required Readings:

- Alberta Assessment Consortium. (2017). AAC Key visual: Assessing student learning in the classroom. <https://aac.ab.ca/wp-content/uploads/2018/01/AAC-Key-VisualAUG2017.pdf>
- CAST. (n.d.). *Universal design for learning (UDL) guidelines*. <https://udlguidelines.cast.org/>
- Davies, A. (2011). Chapter 1: Making classroom assessment work (pp. 1-15). In *Making Classroom Assessment Work* (3<sup>rd</sup> ed.). Connections Publishing. **SEE LEGANTO FOR PDF.**
- Earl, L. (2013). Chapter 3: Assessment of learning, for learning, and as learning (pp. 25-34). In *Assessment as Learning: Using Classroom Assessment to Maximise Student Learning* (2<sup>nd</sup> ed.). Corwin Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=6261769&ppg=38>
- McTighe, J & Wiggins, G. (n.d.). *Understanding by design framework*. [https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)
- University of Oklahoma K20 Centre (n.d.). *K20 learn: Authentic lessons for 21st century learning*. Instructional strategies. <https://learn.k20center.ou.edu/strategies>
- Various lesson plan templates/exemplars used in the Field Experience Program, Werklund School of Education. \*\*\*Available on your D2L shell.
- Wiliam, D. & Leahy, S. (2017). *Embedding formative assessment: Quick reference guide*. [https://cloudfront-s3.solutiontree.com/pdfs/Reproducibles\\_EFA/quickreferenceguide.pdf](https://cloudfront-s3.solutiontree.com/pdfs/Reproducibles_EFA/quickreferenceguide.pdf)

### Supplemental Resources:

- Alberta Education. (2010). *Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction*. Author. <https://open.alberta.ca/publications/9780778586012>
- Assessment 101 modules: <https://aac.ab.ca/learn/go/assessment-foundations/> Note: To gain members access, create an account using your ucalgary email.
- DeLuca, C., Volante, L. & Earl, L. (2015). Assessment for learning across Canada: Where we've been and where we're going. *Education Canada*, 55(2). <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=103083008&site=ehost-live>
- Edutopia. (n.d.). *53 ways to check for understanding*. <https://www.edutopia.org/sites/default/files/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf>
- Jacobsen, M., Lock, J., & Friesen, S. (2013). Strategies for engagement: Knowledge building and intellectual engagement in participatory learning environments. *Education Canada*, 53(1). <https://www.edcan.ca/articles/strategies-for-engagement/> <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=85274918&site=ehost-live>
- McTighe & Wiggins, G. (n.d.). *UBD in a nutshell*. Author. **See LEGANTO for PDF**
- Panoptical. (2012). *The importance of lesson planning*. Making a difference: The official blog of teach and learn with Georgia. <https://teachandlearnwithgeorgia.wordpress.com/2012/07/26/the-importance-of-lesson-planning>
- Any supplemental resource as required by the instructor.

**Week 5 – September 29-October 3: How do we prepare to become part of a profession? What does it mean to observe without judgment, and what is the role of professionalism in Education?**

Week 5 classes will examine the purpose of observation and reflection in preparation for the first field practicum and the ethical identity of teachers as professionals. This week forms the basis for your Field Experience



courses.

- To observe without judgment although we arrive with assumptions – learning to listen and to see
- Importance of getting to know the students and building relationships
- The role of inclusion and diversity in schools
- The Code of Professional Conduct in Student Teaching
- Professional Communication
- Relationships with Colleagues – what happens when things go wrong?
- *Protection of Privacy Act* (POPA) and *Access to Information Act* (ATIA)

**Required Readings:**

Alberta Teachers' Association. (2020). *Code of Professional Conduct for Alberta Teachers*.

<https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf>

Alberta Education (2020). *Teaching Quality Standard*. <https://open.alberta.ca/publications/teaching-quality-standard>

Gonzales, J. (2013). Find your marigold: The one essential rule for new teachers.

<https://www.cultofpedagogy.com/marigolds/>

**Supplemental Resources:**

Kendrick, A & Scott D. (Hosts). *Time out with Matt and Melissa: Academic integrity with Dr. Sarah Eaton*. [Audio podcast]. VoicEd Radio. [https://voiced.ca/podcast\\_episode\\_post/ep-3-time-out-with-matt-and-melissa-academic-integrity-with-dr-sarah-eaton/](https://voiced.ca/podcast_episode_post/ep-3-time-out-with-matt-and-melissa-academic-integrity-with-dr-sarah-eaton/)

Kendrick, A. (2019, December 4). Love, heartbreak, and teacher emotional wellbeing: Protecting the “heartwork” of teaching. *Education Canada*, 59(4), 22-24. <https://www.edcan.ca/articles/teacher-emotional-well-being/>  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=140061521&site=ehost-live>

*Any supplemental resource as required by the instructor.*

**October 6-17 Field Experience I: Enjoy your classroom experience!****Week 6 – October 20-24: What did you learn through your observations and interactions during Field Experience I? How did you see theory enacted in the everyday running of schools?**

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

**Required Reading:**

Students will be expected to draw from their field experience journal to participate in discussions surrounding the field experience. Students are also encouraged to examine the website for the school division in which they were placed and to come prepared to speak to the policies and guidelines set out around planning, assessment, diversity, inclusion, and building a positive classroom community. Some examples are listed under Supplemental Resources.

*Any supplemental resource as required by the instructor.*

**Week 7 (October 27-31) & Week 8 (November 3-7)\*  
What role does diversity play in inclusive classrooms?**

*\*Your instructor will provide more details for reading schedule for these two weeks.*

Week 7 & 8 will serve as an opportunity to share and discuss the ideas of inclusive practice and learner differentiation that you observed in your field experiences. This week serves as an introduction to concepts you will examine further in your Specialization, Individual Learning, and Diversity courses.

- Planning for diversity and inclusion
- Why and how should we differentiate?
- What role does the differentiation of teaching strategies play in student engagement and success?

- How do we negotiate the tension between the seemingly opposing gestures of differentiation and inclusion?
- How can we support and honour Indigenous ways of knowing, immigrants and refugees, and sexual and gender minorities in the classroom, school, and community?

**Required Readings:**

Alberta Teachers' Association (2019). *Common threads for inclusive education: A note on terminology*.

[https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/Common%20Threads/PD-170-2\\_No01\\_CT-A%20NoteOnTerminology.pdf](https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/Common%20Threads/PD-170-2_No01_CT-A%20NoteOnTerminology.pdf)

Alberta Teachers' Association. (2021). *Inclusive education in Alberta classrooms and schools*.

Author.

<https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/PD-170-1b-Inclusive-Ed-in-AB-Schools-Research-Report-web.pdf>

Chrona, J. (2022). Chapter 5: An Indigenous-informed pedagogy (pp. 115-172). In *Wayi wah!: Indigenous pedagogies : an act for reconciliation and anti-racist education*. Portage & Main Press.

[https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3272991&site=ehost-live&ebv=EB&ppid=pp\\_115](https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3272991&site=ehost-live&ebv=EB&ppid=pp_115)

**Supplemental Resources:**

Alberta Teachers' Association. (2019). *Stepping stones: Indigenous education resources*.

<https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/For%20Members/ProfessionalDevelopment/Walking%20Together/PD-WT-16k%20Indigenous%20Education%20Resources.pdf>

Alberta Teachers' Association. (n.d.). *Diversity and inclusion: Resources for teachers about diversity and inclusive education*. [https://teachers-ab.libguides.com/diversity/inclusive\\_education](https://teachers-ab.libguides.com/diversity/inclusive_education)

Alberta Teachers' Association. (n.d.). *Sexual and gender minorities*. <https://teachers-ab.libguides.com/lgbtq>

Alberta Education. (1995-2013). *The inclusive education library for classroom teachers*.

<http://www.learnalberta.ca/content/ieptLibrary/index.html>

Alberta Education. (2010). Chapters 8, 9 & 10 in *Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction* Author. <https://open.alberta.ca/publications/9780778586012>

Alberta Education. (2017). *Supporting English language learners: ELL Benchmarks (website)*. Author.

<https://www.learnalberta.ca/content/eslapb/>

Alberta Education. (n.d.). Inclusive education video series.

<https://www.youtube.com/playlist?list=PLvrD8tiHIX1Kyc2RNs7klPyC2qIjv-CAY>

University of Calgary Library Research Guides. (n.d.) *Education-Indigenous education*.

<https://libguides.ucalgary.ca/guides/indigenous-education>

Any supplemental resource as required by the instructor

**Term Break: November 10-14**
**Week 9 – November 17-21: Learning Task 2B Presentations**

No required readings this week. Students will be expected to engage with materials and participate in activities provided by classmates for LT2B presentations/demonstrations.

**Essential Question #3: What is education for?**
**Week 10 (Nov 24-28) & Week 11 (Dec 1-5)\***
**What is education and schooling for? How will education and schooling look in the future?**

*\*Your instructor will provide more details for reading schedule for these two weeks.*

This class will investigate perspectives about what education and schooling is for and examine the future of education in Alberta specifically and in Canada more generally.

- Perspectives on the purpose of education

- The vision of education in Alberta
- Current and future trends/issues in education
- Technology, online/digital learning, and artificial intelligence in education.

**Required Readings:**

Alberta Teachers Association. (2020). *A vision for public education*.

<https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Albertas-Education-System/Vision%20and%20Mission%20for%20Public%20Education.pdf>

Ontario Public School Boards' Association. (2023). Beyond knowledge: Preparing students for an uncertain future.

[https://www.opsba.org/wp-content/uploads/2023/05/OPSB025-BeyondKnowledge\\_r6\\_ENG\\_aoda.pdf](https://www.opsba.org/wp-content/uploads/2023/05/OPSB025-BeyondKnowledge_r6_ENG_aoda.pdf)

Robinson, K. (2018). *Transforming the future of education*. [Video]. YouTube.

<https://www.youtube.com/watch?v=qzvUJrVXNW8>

Trust, T. et al. (2023). ChatGPT: Challenges, opportunities, and implications for teacher education. *Cite Journal* 23(1). <https://citejournal.org/volume-23/issue-1-23/editorial/editorial-chatgpt-challenges-opportunities-and-implications-for-teacher-education/>

**Supplemental Resources:**

Canadian Commission for UNESCO. (2020). *Canadian UNESCO Chairs: Reflections on the futures of education*.

<https://dr.library.brocku.ca/bitstream/handle/10464/15041/CanadianUNESCOChairsFutureOfEducation.pdf?sequence=1&isAllowed=y>

All4Ed. (n.d.). Demystifying artificial intelligence (AI) for K-12. <https://all4ed.org/future-ready-schools/emerging-practices-guides/demystifying-artificial-intelligence-ai-for-k-12/>

Hattie, J. (2013). *Why are so many of our teachers and schools so successful?* [Video]. YouTube.

<https://www.youtube.com/watch?v=rzwJXUieD0U>

Lichtman, G. (2013). *What 60 schools can tell us about teaching 21<sup>st</sup> century skills*. [Video]. YouTube.

<https://www.youtube.com/watch?v=UZEZTyxSI3g>

UNESCO. (2023). Guidance for generative AI in education and research.

<https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>

University of Calgary. CAIELI—Centre for artificial intelligence ethics, literacy, and integrity.

<https://library.ucalgary.ca/services/caieli>

*Any supplemental resource as required by the instructor*

## LEARNING TASKS AND ASSESSMENT

*Please note that all assignments are expected to be the original work of the student and students are not to employ generative AI (for example, ChatGPT).*

**LEARNING TASK 1: Academic Response (Individual)**

**Due Date: September 19, 2025**

Students will be asked to respond to one or more questions (as provided by your instructor) based on the conversations in class and the assigned readings. The academic response learning task will serve two purposes. First, it will prompt students to link the scholarship of teaching and learning to the pragmatics of teaching and learning. Second, it will allow students to improve their abilities with academic reflection, a style of writing used extensively in education.

- This response will be in the form of written text (approximately 600 words, double spaced, 12- point font, Times New Roman).
- The response will include a **minimum of 2 quotes** from the required readings and an **additional 2 quotes** from any of the supplemental resources (please note that a “quote” is either a full sentence or a substantial portion of a sentence – not three or four words!). Consult APA 7 for how to embed quotations and how to cite quotations within text.
- Refer to the following rubric for more detailed criteria.



**CRITERIA FOR ASSESSMENT FOR LEARNING TASK #1**

	<b>A+ Criteria Exceptionally Met</b>	<b>A to A- Criteria Well Met</b>	<b>B+ to B Criteria Met</b>	<b>B- to C+ Criteria Somewhat Met</b>	<b>C (or less) Criteria Not Met</b>
<b>Quality of response</b>	- The response is thoroughly articulated and offers deep critical insight into your own experience as both an emerging teacher and learner.	- The response is well articulated and offers insight into your own experiences with some evidence of critical examination.	- The response is adequate and offers limited insight into your own experiences and critical examination.	- The response provides simplistic insight into your experiences.	- Your response has little or no direct connection to course readings.  <i>*Please make an appointment with your instructor to discuss any assignment that receives this grade. Please note that instructors are not required nor expected to allow students to redo any assignment.</i>
<b>Evidence from Course Materials</b>	- The response clearly demonstrates a thorough understanding of the material read.	- The response demonstrates a solid understanding of the material read.	- The response demonstrates an adequate understanding of the material read.	- The response is simplistic or may be missing critical elements.	
	- The response demonstrates compelling understanding of the link between theory and practice.	- The response demonstrates a strong understanding of the link between theory and practice.	- The response demonstrates a relevant understanding of the link between theory and practice.	- The response demonstrates an appropriate understanding of the link between theory and practice.	
	- The quotations selected act as highly relevant evidence to support the claims made in the response.	- The quotations selected act as relevant evidence to support the claims made in the response.	- The quotations selected act as reasonable evidence to support the claims made in the response.	- The quotations selected act as minimally supportive evidence for the claims made in the response.	
<b>Writing/ Expression</b>	- The response stands as a superior example of writing and free of errors (of grammar and APA 7 <sup>th</sup> Edition).	- The response stands as a well-articulated example of writing and contains a few errors (of grammar and APA 7 <sup>th</sup> Edition).	- The response stands as an adequate example of writing and contains some errors (of grammar and APA 7 <sup>th</sup> Edition).	- The response stands as a simplistic example of writing and contains many errors (of grammar and APA 7 <sup>th</sup> Edition).	

*Please note that A+ is an exceptional and a rare grade to be given only to works of excellence and of the highest quality.*

**Learning Task # 2 – Annotated Lesson Plan & Teaching Demonstration (Group)**
**Part A Due Date: October 3, 2025**
**Part B Due Date: November 21, 2025**
**Part A: Annotated lesson plan on an everyday activity with detailed reflections on choices made for the lesson**

In cooperative groups of 3-4 people, students will create a lesson plan using the lesson plan criteria employed in the field experience program. The topic of this lesson plan will be an everyday activity chosen by the group members. Examples of lesson plan topics will be further discussed in class with your instructor. All lesson plans will make use of a lesson plan template (posted on D2L) provided by your instructor and, as such, will incorporate and thereby clarify, the basic elements of a sound lesson plan. Please attend to additional questions and instructions in the lesson plan template.

Your group will annotate the lesson plan that has been created. To this end, you will be asked to record your thoughts and decision-making processes during the creation of the lesson plan through written comments. You will record on the lesson plan the reasons for the choices that you have made and the intended results of creating the lesson in the manner you have chosen. The lesson plan and annotations should be 2-3 pages total, excluding attachments and references.

**Notes:** These lesson plans are not required to be curricular in nature, nor do they have to be associated with your teachable subject area. The goal here is to examine why we make the choices we make when planning instruction and task design for others.

As this is a group assignment, please see the statement about group work at the end of the outline. All concerns with group dynamics must be brought to the instructor immediately.

### CRITERIA FOR LEARNING TASK #2 (Part A)

	<b>A+ Criteria Exceptionally Met</b>	<b>A to A- Criteria Well Met</b>	<b>B+ to B Criteria Met</b>	<b>B- to C+ Criteria Somewhat Met</b>	<b>C (or less) Criteria Not Met</b>
<b>Clarity of Purpose</b>	- The work shows evidence of careful and thoughtful planning and reveals a superior understanding of the roles of teachers and students in the lesson by providing opportunities for students to have agency during the lesson.	- The work shows evidence of careful and thoughtful planning and reveals a strong understanding of the interconnected roles of the work of teachers and the learning by students in the lesson.	- The submission demonstrates a good effort and reveals a competent understanding of the role of teachers in the creation of a plan.	- There is evidence of limited understanding of the importance of including all of the aspects of the lesson plan template.	- There is little or no evidence of understanding regarding the task or the associated ideas/concepts.  <i>*Please make an appointment with your instructor to discuss any assignment that receives this grade. Please note that instructors are not required nor expected to allow students to rewrite any assignment.</i>
	- All elements are interconnected for a pedagogical purpose and assessment, objectives and teaching and learning strategies are employed with purpose and clarity, ensuring multiple entry points into the learning.	- All elements are present, and there is a clear, if overly ambitious, pedagogical purpose in the plan.	- All elements are present and fulfill a pedagogical purpose, however there is limited attention given to learners as equal partners in the pedagogical relationship.	- The pedagogical purpose of the lesson is present, but not clear.	
	- The emphasis of the planning is highly student-centred and contains a clear understanding of the needs of individuals, while attending to group needs.	- The plan is student-centred in design and shows an understanding of the role of students and teachers in planning.	- An emergent understanding of student-centred planning is shown.	- There is little understanding demonstrated of student-centred planning.	

<b>Interconnectedness of Planning Elements</b>	- Assessment, objectives, and teaching/learning strategies are implemented seamlessly toward the same goal and show evidence of multiple pathways for student engagement.	- Assessment, objectives and teaching/learning strategies are presented and show an attention to variation in their employ.	- There are minor issues with understanding assessment, objectives, or teaching strategies demonstrated in the choices made in the lesson plan.	- There are persistent issues present with assessment, objectives, or teaching strategies employed including, but not limited to, a lack of understanding of the role of the lesson plan elements or their inappropriate use.
	- Assessment choices will most likely provide evidence that learning has occurred.	- Assessment choices might provide evidence that learning has occurred.	- Assessment choices are limited or are unlikely to provide evidence that learning has occurred.	Assessment choices are inappropriate for the learning context or underdeveloped and will not provide evidence that learning has occurred.
	- The plan stands as evidence of attention to innovation and creativity and provides the necessary details to ensure that it can be implemented seamlessly with students.	- There is evidence of innovation and creativity but some details regarding implementation may be lacking.	- There is limited evidence of innovation and creativity.	- There is a lack of attention to innovation and creativity.
<b>Annotations</b>	- Annotations display a sophisticated and elegant understanding/analysis of the role of planning in the teacher-student relationship.	- Annotations show a competent understanding, if not analysis, of the role of planning in the teacher-student relationship.	- The annotations show a competent understanding of the role of the teacher in planning although the decisions made do not reflect the importance of the learner in the planning process.	- The annotations show a lack of understanding of the role of the teacher and the learner in the planning process.
	- The annotations include reference to relevant course materials demonstrating an understanding of course objectives.	- A sufficient number of course readings are used as evidence to support decisions made in the lesson plan.	- Limited course materials are used as evidence to support decisions made within the lesson plan.	- Course materials are largely absent or are inappropriate as support for decisions made within the lesson plan.

	- The annotated lesson plan is written clearly and stands as a superior example free of errors both in expression and citation.	- The annotated lesson plan is well written and easily understood although minor errors in citation or expression are distracting and could have easily been corrected.	- The annotated lesson plan is clear although minor errors are present which do not significantly compromise the overall quality.	- The annotated lesson plan contains significant errors which compromise the overall quality.	
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Please note that A+ is an exceptional and a rare grade to be given only to works of excellence and of the highest quality.

### Part B: Presentation of annotated lesson plan from Part A, with teaching strategy learned during Field I

During your field experience, you will have observed teachers using a wide variety of teaching strategies. A teaching strategy is a method chosen to communicate lesson content to learners that is engaging, appropriate, and student-centered. See the resources: University of Oklahoma K20 Centre (n.d.). K20 Learn: Authentic Lessons For 21st Century Learning. Instructional Strategies <https://learn.k20center.ou.edu/strategies>

Reflect on your lesson plan you prepared in LT2A. Consider all the teaching strategies your group members observed in Field I. Which of these strategies would work well in the lesson plan you created in LT2A? Choose one teaching strategy and replace or add a learning activity to your lesson plan (you may choose to highlight more than one if it fits within the presentation time allotment). Work with your instructor to choose a strategy that is not chosen by another group.

Prepare an audio-visual (i.e., recorded) presentation (about 10-15 minutes) discussing learning activities that use the strategy. Make sure to also discuss the summary of a teaching strategy/strategies you have observed in Field 1 and how this can be used in your lesson plan from LT2A. This should include a clear, concise description and explanation of the strategy, as well as reflections from field experience. Make sure you include roles, background knowledge and necessary foundational concepts required of the teacher and learner (e.g., learner engagement, student-centered instructional practice). This includes describing what materials were needed and used and what [student competencies](#) were needed to plan for the strategy.

Also consider the following questions as you engage in this task:

- Why did you select this strategy or strategies? What is the pedagogical purpose?
- Why do you think these strategies will work and how?
- What the teaching context in which these strategies will be used looks like?
- Why will you adopt these strategies in this particular context of teaching?

### CRITERIA FOR LEARNING TASK #2 (Part B)

	A+ Criteria Exceptionally Met	A to A- Criteria Well Met	B+ to B Criteria Met	B- to C+ Criteria Somewhat Met	C (or less) Criteria Not Met
<b>Overall Understanding of Strategy</b>	There is evidence of a compelling understanding of the roles, background knowledge, and necessary foundational concepts required of the teacher and learner when using the teaching strategy.	There is evidence of a relevant understanding of the roles, background knowledge, and necessary foundational concepts required of the teacher and learner when using the teaching strategy.	There is evidence of an understanding of the roles, background knowledge, and necessary foundational concepts required of the teacher and learner when using the teaching strategy.	There is only superficial evidence of an understanding of both roles, basic knowledge, and understanding of concepts required by both the teacher and learner for the teaching strategy to be properly implemented.	There is little or no evidence of understanding regarding the task or the associated ideas/concepts.  <i>*Please make an appointment</i>

	The pedagogical purpose for using this strategy is provided with purpose and clarity.	The pedagogical purpose for using this strategy is provided in a solid and reasonable clear way.	The pedagogical purpose for using this strategy is provided but it is superficial.	A summary describing this strategy is provided.	<i>with your instructor to discuss any assignment that receives this grade. Please note that instructors are not required nor expected to allow students to rewrite any assignment.</i>
	Compelling evidence from practice is provided.	Some evidence from practice is provided.	Limited evidence from practice is provided.	Little or no evidence from practice is provided.	
<b>Strategy Implementation</b>	An in-depth understanding of how and why the strategy should work well with the lesson content is demonstrated.	A complete understanding of how the strategy should work well with the lesson content is demonstrated	An adequate understanding of how the strategy should work with the lesson content is demonstrated.	A limited understanding of how the strategy should work with the lesson content is demonstrated.	
	Demonstrates a superior understanding of student-centred instructional practice and ways to engage learners with content.	Demonstrates an understanding of either student-centred instructional practice or student engagement.	Demonstrates a beginning understanding of either student-centred instructional practice or learner engagement.	Demonstrates a superficial understanding of student-centred instructional practice.	
<b>Presentation</b>	Presentation demonstrates a rigorous approach with outstanding communication skills (e.g., good pace, confidence, appropriate language, clear voice, easy to follow, time limit) with all group members involved.	Presentation demonstrates a meaningful approach with superior communication skills (e.g., good pace, confidence, appropriate language, clear voice, easy to follow, time limit) with all group members involved.	Presentation demonstrates a satisfactory approach with adequate communication skills (e.g., good pace, confidence, appropriate language, clear voice, easy to follow, time limit) with all group members involved.	Presentation demonstrates a basic approach with novice communication skills (e.g., good pace, confidence, appropriate language, clear voice, easy to follow, time limit) with all group members involved.	

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### **Learning Task 3 – Theory to Practice Paper (Individual)**

**Due Date: December 5, 2025**

The purpose of the *Theory to Practice* assignment is for you to synthesize your learning from both this course and your time in Field Experience I. You will compose a paper (4- 5 pages, double-spaced, 12-point font) reflecting on, analyzing, and synthesizing your experiences, insights, and learning from each week of the course, as well as your two weeks in field experience. If you have a strong case to make for other modalities to complete this assignment, please discuss your option with your instructor.

***The framing question for this paper is: How has what you've learned, observed, and experienced influenced/shaped you as an emerging teacher?***

Focusing on this question, draw from your Field Experience journal, in-class discussions, discussion posts, service learning (if applicable), and readings from EDUC 430 to demonstrate deep analysis and synthesis of your experiences and your learning about the culture of schools, your emergent teacher identity, and the pragmatics of learning and teaching.



**CRITERIA FOR LEARNING TASK #3**

	<b>A+ Criteria Exceptionally Met</b>	<b>A to A- Criteria Well Met</b>	<b>B+ to B Criteria Met</b>	<b>B- to C+ Criteria Somewhat Met</b>	<b>C (or less) Criteria Not</b>
<b>Content</b>	- The submission provides critical insight into your own experiences and beliefs that is supported and challenged by the theory presented in this course.	- The submission provides useful insights into your own experiences and beliefs as they have developed through learning about the theory presented in this course.	- The submission includes some insight into your own experiences and beliefs as they have developed through taking this course.	- The submission provides a limited insight into the interplay between your own experiences and beliefs demonstrating a lack of development of ideas throughout the course.	- There is little or no evidence of understanding regarding the task or the associated ideas/concepts.  <i>*Please make an appointment with your instructor to discuss any assignment that receives this grade. Please note that instructors are not required nor expected to allow students to rewrite any assignment.</i>
	- There is a strong and consistently supported critical analysis of the interplay between theory and practice that is supported by your course readings, discussion posts, Field Experience journal, and class discussions.	- There is a proficient critical analysis of the interplay between theory and practice that is supported by course materials and your Field Experience journal.	- There is an attempt at critical analysis of the interplay between theory and practice, however it is somewhat superficial.	- There is a limited or superficial summary connecting theory to observed practice.	
	- Course materials are used to critically challenge, support, and reflect upon the formation of emerging teacher identity.	- Course readings are used to challenge and reflect upon your emerging teacher identity.	- Course readings are used to reflect upon your emerging teacher identity.	- A limited number of course readings are used to address your emerging teacher identity.	
<b>Writing, Organization, and Styles</b>	The submission is well-written, concise, and uses APA 7th Edition citation standards and manuscript formatting without error.	The submission is mostly well-written, concise, and with some errors in APA 7th Edition citation standards and manuscript formatting.	The submission is generally well-written, but further revision is necessary for clarity. There are several errors in APA 7th Edition citation standards and manuscript formatting.	The submission needs further revision for clarity. There are numerous errors in APA 7th Edition citation standards making retrieval of source material difficult.	

*Please note that A+ is an exceptional and a rare grade to be given only to works of excellence and of the highest quality.*

## 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. Students may be required to provide written documentation of extenuating circumstances. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

### **ISSUES WITH GROUP TASKS**

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials 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>

### **GRADING**

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	

C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

### Academic Misconduct

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

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

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

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

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

### Academic Accommodation

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

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

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

### Research Ethics

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

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 Siena Yee, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).