

*Erin Spring***EDUC 521: Design for Learning, Stampede Cohort  
Fall 2025**

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

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

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

**Office Hours:** By appointment only

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

**COURSE DESCRIPTION:**

This course focuses on expanding your view of design and your role and goals as a designer for the students in front of you. Teachers are designers not just enactors – Design is an everyday act for teachers. Design is a continuous process that opens up possibility in the curriculum.

Central to the idea of design in this course is the possibility of reframing and reconsidering how we think about our roles, our students, and the curriculum. Curricular design is a public space/enactment of public/world making. Fundamental challenges can't be addressed within the frame in which they arose.

New Frames can create new ways of seeing and acting on challenges. New frames modify how we conceive of the goals, the roles of participants, and the structures that support and guide participants' actions and interactions.

This course will explore how we might reconceptualize the curriculum in terms of Indigenous perspectives, Third Space, the Arts, Transdisciplinarity, Interdisciplinarity, and Alternative Ways of Knowing.

All design is political because designers explicitly or implicitly prioritize certain perspectives, stakeholders, frames, and ways of looking at the world. With that understanding, teachers should engage as critical practitioners looking to support all students with a commitment to advocating the voices and experiences of those who have been historically silenced or omitted by traditional teaching practices and curricula.

This course focuses on exploring these goals within the context of schools, the program of studies, and the demands within which teachers navigate. The emphasis is on exploring how the perspectives of this course can not only co-exist within your role and life as a teacher but enhance and improve your life and impact as a teacher for the students in front of you in the classrooms where you will teach.

**LEARNER OUTCOMES:**

1. Understand the role of design for your students and their experiences.
2. Understand the Program of Studies (formalized curriculum documents) and design as supportive of teachers and students living curriculum well together.
3. Understand the advantages in design of being open to new frames and alternative ways of knowing and learning.
4. Understand how Indigenous perspectives and perspectives on Third Space, the Arts, Interdisciplinarity, and Transdisciplinarity can bring new frames to our design as teachers and develop capacities to reimagine disciplinary learning through design.
5. Understand that problems are often not solved from within the context and associated ways of thinking in which they arose.
6. Experience being a reflexive practitioner (encompassing co-design and co-reflection with colleagues of different perspectives) who publicly shares and receives feedback to improve and strengthen ideas and works in progress.
7. Experience designing an interdisciplinary/transdisciplinary activity that leverages the lenses and perspectives of this course within the context of a curricular topic/theme/unit leveraging perspectives on third space, alternative ways of knowing, and/or reframing.

**Additional Aims of the Course**

As future teachers, we will deepen our understanding of how land, place, community partners, and Indigenous ways of knowing, being, and doing through a kinship worldview can inform instructional design. This will include developing a land and making (creative) practice in order to have the lived experience of an immersive design for learning that centres Indigeneity. Through this practice, we will:

- Experience creativity in educational practice and co-design so that we can understand how to design teaching and learning that is engaging, intrinsically motivating, culturally responsive, and inclusive.
- Engage in a land-practice and making practice that offers a particular emphasis on how to centre Indigeneity and education for reconciliation in and through all learning design.
- Learn how to meaningfully engage in Indigenous perspectives and understand how as instructional designers and creative beings, we can create learning spaces and experiences that are reconciliatory in nature.
- Develop an understanding of the theoretical underpinnings that inform meaningful curriculum planning that supports Indigeneity, land, place, and community and successfully apply this knowledge to the design of meaningful activities that move reconciliation efforts forward in a positive and respectful way.

**\*\*By the end of the course, the lived experience at the Stampede and the engagement with Learning Tasks 1, 2, and 3 will provide a substantial body of evidence and a pedagogical toolbox of how to design learning for students that centres land, making, community, and place.**

**COURSE DESIGN AND DELIVERY:** This course will be delivered face-to-face at the Sweetgrass Lodge on the Calgary Stampede Grounds with possible engagement in a D2L environment. There are no classes on campus.

**REQUIRED AND ADDITIONAL RESOURCES:**

SEE WEEKLY COURSE SCHEDULE –ALL ARE LINKED IN THE WEEKLY COURSE SCHEDULE.

**LEARNING TASKS OVERVIEW**

| LEARNING TASK    | DESCRIPTION OF LEARNING TASK  | GROUP / INDIVIDUAL | WEIGHT | DUE DATE  |
|------------------|---|--------------------|--------|---|
| Learning Task #1 | <i>Metacognitive Journal: Understanding of Place and Interdisciplinary Learning in a Knowledge-Building Community</i><br><br>(Learning Outcomes 1-5)  | Individual         | 25%    | Initial Reflection: By September 12, (posted in D2L dropbox)<br><br>Final Reflection: October 24 (In D2L Dropbox)   |
| Learning Task #2 | <i>Two Representations of Course Readings Using Partner Dialogues</i><br><br>(Learning Outcomes 3-5)  | Individual         | 30%    | 2 Representations of Reading Discussions Generated with Walk-Alongside Partners.<br>1) Focus on land-based pedagogies and place<br>2) Focus on designing cultures of belonging and kinship and design for real world problems<br>Upload to D2L Dropbox.<br>Choose 2 of the following dates:<br>September 16, 18, 23, 25, October 7, 9, 14, 16, and 21 |
| Learning Task #3 | <i>Part 1: Explore Place, Relationships and Design Within and Beyond the Curriculum</i><br><br><i>Part 2: Sharing Circle/Transformative Action as a Community of Educators</i><br><br>(Learning Outcomes 1-7) | Group              | 45%    | Part 1: October 10 (In D2L Dropbox)<br><br>Part 2: October 22 (In D2L Dropbox)  |

A student's final grade for the course is the sum of the separate assignments. In addition, all Learning Tasks must be completed with a passing grade in order to pass the course. Further clarification is included later in this course outline with regards to grading and groupwork.

**WEEKLY COURSE SCHEDULE:**

| Topic   | Readings and Tasks  | Due Dates  |
|---|---|--|
| <p><b>Week 1: Building Relationships as a way to Design for Learning</b></p> <p>What is the role of place? What does a place teach? What happens in that place?</p> | <p><b>Introduction to Course</b><br/> <b>Activity:</b> Beginning relationally with each other and the topic – introductions and relationship building in a land-based, relational learning circle.</p> <p><b>Questions to consider as you review the readings and your in-class experiences:</b><br/>           What is the role of place? What does a place teach? What happens in that place?</p> <p><b>Reading Groups Discuss:</b><br/>           Bartlett, S. (2023). The long shadow of a juniper berry: The poetics of land-based research. <i>Art/Research International: A Transdisciplinary Journal</i>, 8(1), 295-322 <a href="https://www-erudit-org.ezproxy.lib.ucalgary.ca/en/journals/ari/2023-v8-n1-ari08784/1106386ar/">https://www-erudit-org.ezproxy.lib.ucalgary.ca/en/journals/ari/2023-v8-n1-ari08784/1106386ar/</a></p> <p>Leddy, S. &amp; Miller, L. (2024). <i>Teaching where you are: Weaving Indigenous and slow pedagogies</i>. University of Toronto Press. Foreword, pp. xvii-xix<br/>           Tawaw, pp. 1-21</p>   | <p><b>DUE LT1:</b><br/>           Initial Reflection submitted to D2L Dropbox on or before September 12, 2025.</p> |
| <p><b>Week 2: Designing With and For the Students In Front of You</b></p>   | <p><b>Story-finding and story-listening:</b> Learning about and building a relationship with the place that is the Calgary Stampede.</p> <p><b>Questions to consider as you review the literature and the place-based experience:</b><br/>           What is your understanding of interdisciplinary learning? How might your prior experiences/skills contribute to contemporary conceptualizations of interdisciplinary learning designs?</p> <p>Where do you see possibilities for interdisciplinary design at the Stampede? Reflecting on the field trip, what topics are you personally connected to?</p> <p>What is the role of place? What does a place teach? What happens in that place?</p> <p><b>Walking Alongside Groups Discuss:</b></p> <p>Chambers, C. (2006). “The land is the best teacher I have ever had”: Places as pedagogy for precarious times. <i>Journal of Curriculum Theorizing</i> 22(3), 27-38.<br/> <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=23934544&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=23934544&amp;site=ehost-live</a></p> |  |

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|   | <p>Wilson, J., &amp; Nelson-Moody, A. (2019). Looking Back to the Potlatch as a Guide to Truth, Reconciliation, and Transformative Learning. <i>New Directions for Teaching and Learning</i>, 2019(157), 43–57. 10.1002/tl.20329 <a href="https://onlinelibrary-wiley-">https://onlinelibrary-wiley-</a></p> <p>Leddy, S. &amp; Miller, L. (2024). <i>Teaching where you are: Weaving Indigenous and slow pedagogies</i>. University of Toronto Press.</p> <p><i>(Please use this book as a constant guide throughout the course. On weeks when there is not an explicit chapter assigned, weave this book into your conversations. You can do this by reading a chapter or section of interest.)</i></p>  |  |
| <b>Week 3: Reframing Challenges in Education to Support More Equitable and Productive Learning Environments</b> | <p>How does story play an ongoing role in the design and construction of the physical space, the community, and the learning space?</p> <p>How might this challenge you to begin with story in your own designing for learning?</p> <p><b><i>Walking Alongside Groups Discuss:</i></b></p> <p>Cajete, G. (2015). Indigenous community: Rekindling the teachings of the seventh fire, pp. 23-55. Living Justice Press.</p> <p>Kelly, V. (2021a). Kizhay ottiziwin: To walk with kindness and kinship. <i>Journal of the Canadian Association for Curriculum Studies</i>, 8(2), 138–149. <a href="https://dx.doi.org/10.25071/1916-4467.40617">https://dx.doi.org/10.25071/1916-4467.40617</a></p> <p>Leddy, S. &amp; Miller, L. (2024). <i>Teaching where you are: Weaving Indigenous and slow pedagogies</i>. University of Toronto Press.</p> <p><b><i>Practical Co-design Work:</i></b><br/> <b><i>*These readings can be referred to in class during design work. They are not required at-home readings; they offer practical resources to enhance understanding and application of co-design.</i></b></p> <p>Kelly, R., Bartlett, S., Christensen, K., Quinn, E., &amp; Samuelson, C.J. (2020). Collaborative creativity idea book for educators: Activities, tactics, and strategies for building a collaborative culture of creativity, pp. 146-164. Brush. <b><i>(Chapter 5)</i></b></p> <p>McKercher, K.A. (2020). <i>Beyond sticky notes. Doing co-design for real: Mindsets, methods, and movements</i>, pp. 14-42. Beyond Sticky Notes.</p> <p><b>Recommended Reading:</b></p> <p>Wise, S. (2022). <i>Design for belonging: How to build inclusion and collaboration in your communities</i>. Ten Speed Press.</p> |  |

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|   | <p><i>Kobo</i> – <a href="https://www.kobo.com/ca/en/ebook/design-for-belonging">https://www.kobo.com/ca/en/ebook/design-for-belonging</a><br/> <i>Amazon</i> – <a href="https://www.amazon.ca/dp/B0998BMN9H?ref=KC_GS_GB_CA">https://www.amazon.ca/dp/B0998BMN9H?ref=KC_GS_GB_CA</a><br/> <i>BookShelf</i> – <a href="https://calgary-store.vitalsource.com/products/design-for-belonging-susie-wise-v9781984858023">https://calgary-store.vitalsource.com/products/design-for-belonging-susie-wise-v9781984858023</a> <i>Ebooks.com</i> - <a href="https://www.ebooks.com/en-ca/book/210333553/design-for-belonging/susie-wise/">https://www.ebooks.com/en-ca/book/210333553/design-for-belonging/susie-wise/</a><br/> <i>iBooks</i> – <a href="https://books.apple.com/ca/book/design-for-belonging/id1576286841">https://books.apple.com/ca/book/design-for-belonging/id1576286841</a><br/> <i>GooglePlay</i> - <a href="https://play.google.com/store/books/details/Susie_Wise_Design_for_Belonging?id=Vg04EAAQBAJ&amp;hl=en&amp;gl=ca">https://play.google.com/store/books/details/Susie_Wise_Design_for_Belonging?id=Vg04EAAQBAJ&amp;hl=en&amp;gl=ca</a></p>   |  |
| <p><b>Week 4:</b></p> <p>Co-designing authentic learning tasks and inquiry questions that will engage students</p> <p>Seeing the Program of Studies (formalized curriculum documents) and design as supportive of teachers and students living curriculum well together.</p> <p>Seeing curriculum as constraints and resources for design.</p> <p>Navigating tensions between Other's curriculum vs Our curriculum.</p> | <p><b><i>Walking Alongside Groups Discuss:</i></b></p> <p>[Two of this week's readings are by Ted Aoki. He spent much of his life in Alberta. Here is a brief bio. This bio is not an official reading for the discussion, but it provides interesting background]: <a href="https://tedaoki.wordpress.com/about/">https://tedaoki.wordpress.com/about/</a></p> <p>Aoki, T. (2005). Teaching as indwelling between two curriculum worlds. In W. Pinar &amp; R. Irwin (Eds.), <i>Curriculum in a new key: The collected works of Ted T. Aoki</i> (pp. 159-165). Lawrence Erlbaum. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=234228&amp;ppg=180">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=234228&amp;ppg=180</a></p> <p><a href="https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781410611390-10/teaching-indwelling-two-curriculum-worlds-1-1986-1991-william-pinar-rita-irwin">https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781410611390-10/teaching-indwelling-two-curriculum-worlds-1-1986-1991-william-pinar-rita-irwin</a></p> <p>Aoki, T. (2005). Inspiring the curriculum. In W. Pinar &amp; R. Irwin (Eds.), <i>Curriculum in a new key: The collected works of Ted T. Aoki</i> (pp. 357-365). Lawrence Erlbaum. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=234228&amp;ppg=378">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=234228&amp;ppg=378</a></p> <p><a href="https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781410611390-28/inspiring-curriculum-1-1987-william-pinar-rita-irwin">https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781410611390-28/inspiring-curriculum-1-1987-william-pinar-rita-irwin</a> ]</p> <p>Leddy, S. &amp; Miller, L. (2024). <i>Teaching where you are: Weaving Indigenous and slow pedagogies</i>. University of Toronto Press.</p> <p><b><i>Practical Co-design Work:</i></b></p> <p>Kelly, R., Bartlett, S., Christensen, K., Quinn, E., &amp; Samuelson, C.J. (2020). Collaborative creativity idea book for educators: Activities, tactics, and strategies for building a collaborative culture of creativity, pp. 99-145. Brush. <b>(Chapter 4)</b></p> <p>McKercher, K.A. (2020). <i>Beyond sticky notes. Doing co-design for real: Mindsets, methods, and movements</i>, pp. 44-73. Beyond Sticky Notes.</p> |  |

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| <b>Week 5: Reframing Challenges in Education</b>  | <p><b><i>Walking Alongside Groups Discuss:</i></b></p> <p>Wall Kimmerer, R. (2013). In the footsteps of Nanabozho: Becoming Indigenous to place. In R. Wall Kimmerer <i>Braiding sweetgrass</i>, pp. 205-215. Milkweed. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1212658&amp;ppg=218">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1212658&amp;ppg=218</a></p> <p>Cajete, G. (2015). Indigenous community: Rekindling the teachings of the seventh fire, pp. 1-22. Living Justice Press.</p> <p>Leddy, S. &amp; Miller, L. (2024). <i>Teaching where you are: Weaving Indigenous and slow pedagogies</i>. University of Toronto Press.</p> <p><b><i>Practical Co-design Work:</i></b></p> <p>Kelly, R., Bartlett, S., Christensen, K., Quinn, E., &amp; Samuelson, C.J. (2020). Collaborative creativity idea book for educators: Activities, tactics, and strategies for building a collaborative culture of creativity, pp. 99-145. Brush. <b>(Chapter 4)</b></p> <p>McKercher, K.A. (2020). <i>Beyond sticky notes. Doing co-design for real: Mindsets, methods, and movements</i>, pp. 75-159. Beyond Sticky Notes.</p> |                                      |
| <b>Week 6: Reframing Challenges in Education: Transdisciplinarity, Interdisciplinarity, and Alternative Ways of Knowing</b>   | <p>Leddy, S. &amp; Miller, L. (2024). <i>Teaching where you are: Weaving Indigenous and slow pedagogies</i>. University of Toronto Press. pp. 22-45</p> <p>Archibald, J. A. (2008). <i>Indigenous storywork: Educating the heart, mind, body, and spirit</i>. UBC press. [Chapter 6: Storywork Pedagogy]</p>   | <b>October 10:</b><br>LT3 part 1 due |
| <p><b>Week 7: All design is political</b></p> <p>All design is political because all design prioritizes certain perspectives. stakeholders, frames, and ways of looking at the world.</p> <p>Western education and the politics of education are one educational model. Indigenous identities and educational models offer another perspective.</p> | <p>Leddy, S. &amp; Miller, L. (2024). <i>Teaching where you are: Weaving Indigenous and slow pedagogies</i>. University of Toronto Press.</p>  |                                      |



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| The making of a pedagogical identity that is rooted in place, experience, and relationships.   |   |  |
| <b>Week 8: Design and learning are a continuous journey</b><br><br>Design and learning as continuous journey<br><br>Seeing the next stages in design | <b>October 24:</b> Final co-design session and sharing circle to co-create learning design and look forward to your practice with tips, strategies, and tools.<br><br>Leddy, S. & Miller, L. (2024). <i>Teaching where you are: Weaving Indigenous and slow pedagogies</i> . University of Toronto Press. | <b>October 22:</b><br>LT3 part 2 due<br><br><b>October 24:</b><br>LT1 part 2 due |

### CHANGES TO SCHEDULE:

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

### LEARNING TASKS AND ASSESSMENT

#### Statement on student use of Generative AI

Students are permitted to use artificial intelligence tools, including generative AI, to gather information, review concepts or to help produce assignments. However, students are ultimately accountable for the work they submit as if they are the author (e.g., responsible for all matters related to copyright, academic misconduct, etc.), and any content generated or supported by an artificial intelligence tool must be cited appropriately. Furthermore, students are required to disclose the nature of their usage of AI for any assignments on which they employ AI.

**There are 3 required Learning Tasks for this course.**

#### **LEARNING TASK 1: Metacognitive Reflections (25% Individual)**

**DUE: PART 1- September 12, 2025 (In D2L Dropbox), PART 2 – October 24, 2025 (In D2L Dropbox)**

In this learning task you will have opportunities to demonstrate scholarly and professional thinking about the principles, commitments, and practices of designing for learning through a place-based lens. You will also have opportunities to reflect upon the scholarship and practicalities of design decisions that reflect students' voices, designers' intentions, and the learning possibilities those decisions make more and less possible. Your instructor will provide further information.

#### *Initial Metacognitive Reflection*

Who are you as a designer of learning? By the end of the second week of the course, you will begin with a reflective description of your current thinking about the role of teacher as a designer of student learning. This written piece should be 650-750 words in length. The initial design reflection does not get marks directly and instead it is part of the overall grading for LT1 once the Final Design Reflection is submitted. It will be used as a point of reference for early course conversations, a way to get to know one another, and as a resource for the course's final reflection which will be submitted for assessment at the end of the semester. You should also paste in your initial design reflection so that both are in the same document (Note the initial design reflection is not part of the 650-750 word count range).



**Guiding questions for the Initial Course Reflection:**

- Who are you and how do you come to this work?
- How did the relational learning circle and the Stampede field trip impact your understanding about place, context, relationships, and finding topics in the real world?

***Final Metacognitive Reflection***

There are guiding questions in the weekly outline to serve as inspiration for your critical self-reflection.

In this final reflection (650-750 words), you have the opportunity to consider how your understanding of design in education has evolved and changed over the period of this course. Your response to these questions should include multiple connections to the lived experiences at the Calgary Stampede (Stampede walk, land-practice, learning from community partners), the required course resources, and your collaborative design experience. Your reflection should address the following questions:

- Drawing on your understanding of interdisciplinary learning, what do you see as important conditions for designing and advancing interdisciplinary learning forward in the field?
- Why do students need opportunities to engage in interdisciplinary learning?
- Drawing on your experiences and current understanding of the role of the teacher, student, and curriculum, how do you see the idea of *designing* learning being similar to or distinct from ideas of covering curriculum, delivering curriculum, implementing instruction, or ensuring learning?
- What pedagogical values and commitments do you hold that might be challenged or enabled by taking a design approach to planning and instruction?

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

- Clearly state 2-3 ideas that you have learned or understood in new ways through the course or 2-3 position statements that you would put forward based on your experiences and what you've learned. Use the
- How have the ideas, commitments, and values you described in your initial course reflection been strengthened, extended, challenged, or altered through your study and design work?
- Explain how you came to develop this understanding or take this position using experiences and ideas from the course (could include lived experiences, readings, experiences during student-led discussions, assignments etc.)
- How might your future practice as a teacher be influenced by thinking about teaching as design work and teachers as designers? How do the roles of place, Indigenous worldviews, and community partners influence your thinking about designing learning?
- When you now consider how you will take up design in your future practice based on this new understanding, what are some specific examples of the kinds of activities and practices you could engage in?
- What is your transformative action for your pedagogical practice?

**LEARNING TASK 2: Two Representations of Course Readings Using Partner Dialogues and Land Practice (30% Individual)**

DUE: Choose two of the following dates: September 16, 18, 23, 25, October 7, 9, 14, 16, and 21. Sign up sheet will be provided by instructor.

In this assignment, you are asked to work with a walk-alongside partner (groups created by your instructor) to engage in guided land-practice, noticing of land teachers and more-than-human beings, and dialogue to discuss the theory and practice of designing cultures of belonging and learning that centre Indigeneity, place, and community. Walk-alongside partners are created to intentionally build circles of belonging so that students can support each other in their land-based learning and practice. These partnerships will be guided to determine discussion and work protocols that honour respect, responsibility, relationships, and reciprocity, 4 of the R's of Indigenous research (Wilson & Nelson-Moody, 2019) that we will practice in class.

The goal of the walk alongside groups is to support each other to deepen understanding of the required course readings and developing practice of Indigenous pedagogies and community-centred, place-based learning design.

The purpose of this learning task is to connect experiential and theoretical principles from land-based learning, Indigenous pedagogies, co-design, and creativity in educational practice to professional thinking and practices in education.

The task is also meant to contribute to your design work in LT3. Within your discussion your group should:

1. Together, **be present**. Welcome each other relationally. Share insights one at a time and practice generative listening.
2. **Talk about and visually/artistically represent connections** of key insights from the reading:
  1. the lived experiences in the course, co- design, and place.
  2. to current issues in education and the new curriculum.
  3. of key insights from the reading in terms of practical realities of the classroom.
3. Discuss together and generate meaning.
4. Engage in a **land practice** near each other to keep adding to your body of evidence of who your land teachers are on any given day.
5. Track your land practice and your discussions of readings through a **making practice**. To amplify your journal consider engaging with water colours, markers, natural materials, photography, etc. Engaging with a creative practice often uncovers expressions of learning that don't always emerge through words alone.

This learning task addresses the learning outcome:

*Develop an understanding of the theoretical underpinnings that inform meaningful curriculum planning that supports Indigeneity, land, place, and community and successfully apply this knowledge to the design of meaningful activities that move reconciliation efforts forward in a positive and respectful way.*

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Reflections and artistic representation from your gatherings as walk alongside partners each week are represented through addressing what you noticed in the readings, discussions, and your land practice, what you are learning, and what you will take with you as part of your pedagogical toolbox to design learning:

- Evidence of connections to the theory
- Thoughts on how the readings can inform meaningful curriculum planning that supports Indigeneity, land, place, and community
- How the readings and reflections offer new perspectives for your pedagogical identity.
- Synthesis is designed to reflect rich discussion and artistic practice, drawing together multiple insights, questions, and breakthroughs that helped your professional learning community deepen their understanding of designs for learning.

### Learning Task 3: *Explore Place, Relationships and Design Within and Beyond the Curriculum*

#### DUE:

Part 1: October 10 (In D2L Dropbox) Group 25%

Part 2: October 22 (sharing circle) Group 20%

- *Part 1: Explore Place, Relationships and Design Within and Beyond the Curriculum*

Submitted to D2L dropbox (only one person needs to submit for the whole group but the last names of all members of the group need to be in the title of the submitted file) –

The focus of this assignment is to experience co-design in a group of 3-4 people as humans and learners in a complex world. Rather than designing for students, you will experience and embody an immersive co-design

experience SO THAT you can develop the muscle memory and pedagogical transformation to design for your future students. As a response to the land-practice, community involvement with Stampede partners, and Campus Calgary/Open Minds model, small co-design groups will be guided in the exploration of topics that arise and then in the co-design processes that will help groups to design possible interventions to challenges in the world, on a hyper-local level. These topics will connect to the UN Sustainable Development Goals and also be connected on a local level through stories and teachings shared during the course.

Your small co-design group will create community agreements and follow design protocols to define a topic that arises from storytelling in the multiple experiences listed above. Your co-design group will design in consultation with Stampede educators and community partners in order to design *for* and *with* those who will be directly implicated by your design.

The focus of this assignment is to experience co-design in a group of 3-4 people, using the Calgary Stampede as both a learning context and inspiration. Design protocols will help to develop and define the topic. Pedagogical conversations will follow to connect the co-design topics to curricular areas and disciplines.

This final assignment will be a culmination of your foundational understanding developed throughout the course. It should incorporate perspectives on place, relationships, alternative ways of knowing, and/or reframing.

The intent of Learning Task # 3 Part 1 is to engage in a collaborative group to design an intervention to a real-world problem or issue that draws upon a series of multiple disciplinary ways of knowing. This inquiry needs to begin with a big idea or inquiry question that will be the framework for your plan. This topic will address real world problems that present themselves in a given place and context (in this case, through the lens of the Calgary Stampede.)

The inquiry also needs to draw upon relevant Alberta Programs of Study and may include supporting details, such as strategies for establishing inclusive learning environments, considerations for cultural and linguistic backgrounds, connections to the UN Sustainable Development Goals, and providing learning experiences and using resources that accurately reflect the strength and diversity of First Nations, Métis and Inuit students and alternative ways of knowing.

We suggest that you form your group (in consultation with the instructor) to have a diversity of perspectives, expertise, interests, and subject foci but with some aspect of commonality (e.g., similar grade teaching).

You will digitally document, through a mix of both text and images, your process working through a design challenge exploring how curriculum (i.e., within) can be built on students' lived experiences and cultural resources (i.e., beyond) to create third spaces and/or other powerful reframings from this course.

The purpose of this Learning Task focuses specifically on leveraging the lenses and ideas from this course to immerse yourself as a learner so that you can design for your students. The pedagogical processes, intentions and decisions of the instructor will be shared throughout the course as a transparent method of sharing how to both teach and learn in this place-based, community-oriented co-design project.

Your stance as a learner and co-designer through lived experience differs from what you are doing in your specialization course in terms of the emphasis on reframing through the lenses explored in the course, including the place, third space, alternative ways of knowing, and trans-/inter-disciplinarity. Your instructor will provide further information on the assignment and assessment.

Your co-design work will focus on developing a co-design intervention to a societal challenge within a large context of a curricular topic/theme that is connected through place, relationships, and community involvement. Your co-design work should clearly show the defining/reframing/exploration of the challenge/issue that concerns your group, as well as the root of how your group formed this co-design challenge.

You will design the social intervention in detail, but you can describe the larger curricular context in much less detail. The larger curricular context will have local connections and global connections to the UN Sustainable Development Goals.

The project should offer an experience that invites ideas of the co-design, Indigenous worldviews, design justice, third space, alternative ways of knowing, and trans-/inter-disciplinarity.

The experiences should connect to curricular connections from the Programs of Study.

The experience or experiences should result in something (artifact, performance, behavior, or experience) that demonstrates student learning and could be assessed in terms of student learning. (The instructor will provide more context.)

The nature of this assignment draws on the co-design process of designing with and alongside community partners.

**Part 2 *Sharing Circle/Transformative Action as a Community of Educators (Group 20%) – Due October 22, 2025.***

Evidence of the learning experience and story of growth in relation to the learning experience submitted to D2L dropbox (only one person needs to submit for the whole group but the last names of all members of the group need to be in the title of the submitted file).

In order to align with the embodied co-design work of students, community partners, and instructor, this learning task provides the opportunity to share in circle how your group was affected by the co-design process. Each group will have time in the whole group sharing circle to offer how they grew and developed pedagogically as teachers, as humans on a pathway towards reconciliation, and as designers of learning.

This is also a time to articulate personal/professional transformation and transformative action plans as a result of the experiential place-based learning and co-design process.

As part of the larger design circle, community partners who have guided us will also be invited to witness the learning. This assignment is designed to help you strengthen your professional and pedagogical capacity as teachers through the sharing of your projects with others in a public forum.

- Begin your presentation by having the group introduce themselves, each briefly explaining their passion and understanding of this chosen topic and place.
- Describe the big idea or question that is the framework for your inquiry as part of the design.
- Your presentation should provide clear information about the story of the learning experiences that you developed during the design of the study, as well as the story of your growth as a teacher and human in a complex world.
- Conclude the presentation with a call to action for your pedagogical toolbox about how you might centre land, place, and Indigeneity in learning design.
- Plan for an estimate of 10 minutes for your group presentation to allow for questions and discussion.

### **THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK**

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

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

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your

contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

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

### EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:

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

### MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence. <https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1>

### ISSUES WITH GROUP TASKS

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

**GRADING:** <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

| Grade | GPA Value | %            | Description per U of C Calendar  |
|-------|-----------|--------------|--|
| A+    | 4.0       | 95-100       | Outstanding  |
| A     | 4.0       | 90-94        | Excellent – Superior performance showing comprehensive understanding of the subject matter   |
| A-    | 3.7       | 85-89        |  |
| B+    | 3.3       | 80-84        |  |
| B     | 3.0       | 75-79        | Good - clearly above average performance with knowledge of subject matter generally complete |
| B-    | 2.7       | 70-74        |  |
| C+    | 2.3       | 65-69        |  |
| C     | 2.0       | 60-64        | Satisfactory - basic understanding of the subject matter                                     |
| C-    | 1.7       | 55-59        |  |
| D+    | 1.3       | 52-54        | Minimal pass - Marginal performance  |
| D     | 1.0       | 50-51        |  |
| F     | 0.0       | 49 and lower | Fail - Unsatisfactory performance  |



**Academic Misconduct**

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

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

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

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

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

**Academic Accommodation**

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

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

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

**Research Ethics**

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

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

For further information see E.5 Ethics of Human Studies

<https://calendar.ucalgary.ca/pages/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).