

*Erin Spring***EDUC 525: Ethics and Law in Education**  
**Fall, 2025**

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

**Class Dates:** September 2–October 23, 2025

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

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

**Office Hours:** By appointment only.

**Email:** Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence. *Emails will be answered during regular business hours only, and correspondence received on weekdays after normal business hours or on weekends will be answered on the next business day.* Regular business hours are Monday to Friday, 9:00–4:00 pm.

**COURSE DESCRIPTION:**

EDUC 525 introduces the historical genesis and institutional structure of Alberta's system of education and its legal underpinnings. Students will examine and demonstrate knowledge of the ethical and legal responsibilities of teachers, school leaders, and community members in Alberta and across Canada.

**LEARNER OUTCOMES:**

Students will be knowledgeable about:

1. The historical background of schooling in Canada and Alberta
2. Parliamentary government, separation of powers, and legal responsibilities.
2. The legal rights and responsibilities of student teachers, teachers, students, and parents.
3. Schools of ethical thought as they relate to professional decision-making.

**COURSE DESIGN AND DELIVERY:** Instruction will be delivered face-to-face on campus with accompanying materials available via D2L environment.

## REQUIRED READINGS:

- Abd-Eldayem R.M.A. (2023) The Relationship Between Cognitive Bias and Logical Fallacies in Egyptian society, *British Journal of Psychology Research*, 11 (3), 52-76.  
<https://doi.org/10.37745/bjpr.2013/vol11n35276>
- Alberta Teachers' Association. (2019, March 20). *Pitfalls and precautions: Physical contact with students always problematic*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol53/Number-10/Pages/Pitfalls-and-Precautions.aspx>
- Alberta Teachers' Association. (2017, May 16). *Pitfalls and precautions: Profession has no tolerance for undermining colleagues*. <https://shorturl.at/nNPR4>
- Alberta Teachers' Association. (2005). *A duty to protect: Creating safe places for gay and lesbian students*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume%2039/Number%2017/In%20the%20News/Pages/A%20duty%20to%20protect.aspx>
- Alberta Teachers' Association. (2010, January 26). *Pitfalls and precautions: Attending convention is a teachers' professional responsibility*.  
<https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume%2044%202009-10/Number%2010/In%20the%20News/Pages/PitfallsandPrecautions.aspx>
- Alberta Teachers' Association. (2016, October 11). *Pitfalls and precautions: Teachers acting as concerned parents must adhere to conduct code*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume-51-2016-17/Number4/Pages/Pitfalls-and-precautions.aspx>
- Baker, K., Scanlon, D., Calderón, A., & Efthymiou, G. S. (2025). Making sense of the alignment of social justice beliefs, theory, and pedagogy: being and becoming a physical education teacher educator for social justice. *Physical Education and Sport Pedagogy*, 1–20. <https://doi.org/10.1080/17408989.2025.2533801>
- Borrows, J., Mainprize, B., Beaton, R., Hamilton, R., & Nichols, J. B. D. (2021). Indigenous Economic Justice and Self-Determination: Wise Practices in Indigenous Law, Governance, and Leadership. In *Wise Practices*. University of Toronto Press. <https://doi-org.ezproxy.lib.ucalgary.ca/10.3138/9781487537494-002>
- Department of Justice Canada. (n.d.). Canada's system of justice. <https://www.justice.gc.ca/eng/csj-sjc/just/img/courten.pdf>
- Campbell, E. (2008). Ch 30: Teaching ethically as a moral condition of professionalism. In *Handbook of Moral and Character Education* eds. Larry P. Nucci and Darcia Narvaez. New York, NY: Routledge. 601-617.  
[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/25841130370004336?auth=SAAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25841130370004336?auth=SAAML)
- Eaton, S. E. (2024). Future-proofing integrity in the age of artificial intelligence and neurotechnology: prioritizing human rights, dignity, and equity. *International Journal for Educational Integrity*, 20(1), 21.  
<https://doi.org/10.1007/s40979-024-00175-2>
- Forster, D. & Maxwell, B. (2022). Using codes of professional ethics and conduct in teacher education: Pitfalls and best practice. In S.E. Eaton & Z.R. Khan (Eds.), *Ethics and Integrity in Teacher Education* (vol. 3, pp. 25-29). Springer. <https://research-ebSCO-com.ezproxy.lib.ucalgary.ca/plink/90fcbd1c-b653-350f-94a3-10e813433358>
- Haenlein, M., & Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence. *California Management Review*, 61(4), 5-14. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0008125619864925>

- Hall, M.I. (2003). Duty to protect, duty to control, and the duty to warn. *The Canadian Bar Review* 82 (3).  
<https://cbr.cba.org/index.php/cbr/article/view/3981>
- Jarabana, V. (2024, loc March 8). Cheaters tell all: How students are cheating with ChatGPT. *The Queens University Journal*. <https://www.queensjournal.ca/cheaters-tell-all-how-students-are-cheating-with-chatgpt/>
- Kendrick, A.H. & Scott, D. (2023). Professional ethics and law in Canadian education with Drs. Dianne Gereluk and Bruce Maxwell. *Ethics and Law in Education*.  
[https://voiced.ca/podcast\\_episode\\_post/professional-ethics-and-law-in-canadian-education-with-drs-dianne-gereluk-and-bruce-maxwell/](https://voiced.ca/podcast_episode_post/professional-ethics-and-law-in-canadian-education-with-drs-dianne-gereluk-and-bruce-maxwell/)
- Maxwell, B., Gereluk, D., & Martin, C. (2022). Ch.10: Physical Touch in Schools in *Professional Ethics and Law in Education: A Canadian Guidebook*. Toronto and Vancouver: Canadian Scholars.  
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=30257776>

#### RELEVANT LEGISLATION:

- Alberta Education. (2023). *Code of Professional Conduct*. <https://www.alberta.ca/code-of-professional-conduct.aspx>
- Alberta Education. (2023). *Teaching quality standard*. <https://open.alberta.ca/publications/teaching-quality-standard>
- Battle River School Division (2023). Administrative Procedure 205: Controversial Issues in the Classroom.  
<https://www.brsd.ab.ca/download/231046>
- Calgary Board of Education. (2023). *Academic integrity*. <https://school.cbe.ab.ca/school/cbe-learn/teaching-learning/program-approach/academic-integrity/Pages/default.aspx>
- Government of Canada. (2022). *Guide to the Canadian Charter of Rights and Freedoms*.  
<https://www.canada.ca/en/canadian-heritage/services/how-rights-protected/guide-canadian-charter-rights-freedoms.html>
- Province of Alberta. (2012). *Education act*. Alberta King's Printer. <https://kings-printer.alberta.ca/documents/Acts/e00p3.pdf>
- Alberta Government. (2023). *Teaching profession act*. Alberta King's Printer. [https://kings-printer.alberta.ca/1266.cfm?page=T02.cfm&leg\\_type=Acts&isbncln=9780779838349](https://kings-printer.alberta.ca/1266.cfm?page=T02.cfm&leg_type=Acts&isbncln=9780779838349)
- Province of Alberta. (2023). *Occupational health and safety act*. Alberta King's Printer.  
<https://open.alberta.ca/publications/o02p2>

#### SUPPLEMENTARY READINGS:

- Alberta Teachers' Association. (2005). *The early history of the Teachers' Association*. <https://shorturl.at/xzANV>
- Bora Laskin Law Library. (2023). *Step 2: Primary sources of law: Canadian case law*.  
<https://shorturl.at/ehpBE>
- Chopra et al., (n.d.). *Joint statement of enforcement efforts against discrimination and bias in automated systems*. [https://www.ftc.gov/system/files/ftc\\_gov/pdf/EEOC-CRT-FTC-CFPB-AI-Joint-Statement%28final%29.pdf](https://www.ftc.gov/system/files/ftc_gov/pdf/EEOC-CRT-FTC-CFPB-AI-Joint-Statement%28final%29.pdf)
- Gilliss, G., et al. (2012). *Teaching profession*. The Canadian Encyclopedia.  
<https://www.thecanadianencyclopedia.ca/en/article/teaching-profession>
- Historica Canada. (2023). *History of education in Canada*. The Canadian Encyclopedia.  
<https://www.thecanadianencyclopedia.ca/en/article/history-of-education>
- Mathur, S.R. & Corley, K. M. (2014). Bringing ethics into the classroom: Making a case for frameworks, multiple perspectives and narrative sharing. *International Education Studies* 7(9), 136-147.  
<https://files.eric.ed.gov/fulltext/EJ1070987.pdf>

#### LEGAL CASE STUDIES:

- Appeal Court of Alberta (1997). *Grande Yellowhead Regional School Division v. Leeson*.  
<https://www.canlii.org/en/ab/abca/doc/1997/1997abca392/1997abca392.html>
- Court of Appeal of Alberta. (2016). *Edmonton School District No. 7 v. Dorval*, 2016 ABCA 8 (CanLII).

<https://www.canlii.org/en/ab/abca/doc/2016/2016abca8/2016abca8.html?resultIndex=1>

Court of King's Bench of Alberta. (1993). *Bain v. Calgary Board of Education*, 1993 CanLII 7301.

<http://www.canlii.org/en/ab/abqb/doc/1993/1993canlii7301/1993canlii7301.html>

Court of King's Bench of Alberta. (1987). *Casagrande v. Hinton Roman Catholic Separate School District No. 155*, 1987 CanLII 3358 (AB KB). <https://canlii.ca/t/28lfk>

Court of King's Bench of Alberta. (2015). *Elkow v. Sana*, 2015 ABQB 803 (CanLII). <https://canlii.ca/t/gmnjt>

Court of King's Bench of Alberta. (1984). *R. v. Keegstra*, 1984 CanLII 1313 (AB KB). <https://canlii.ca/t/2bnwz>

Ontario College of Teachers v Gow, 2014 ONOCT 44 (CanLII). <https://canlii.ca/t/gv9rm>

Ontario College of Teachers v Olisekwe, 2022 ONOCT 8 (CanLII), <https://canlii.ca/t/jn3pk>

Provincial Court of Alberta. *HRM v. Fevry*. <https://canlii.ca/t/h2qf7>

Supreme Court of British Columbia. (1986). *Abbotsford Sch. Dist. 34 (Bd. of School Trustees) v. Shewan*, 1986 CanLII 879 (BC SC). <https://www.canlii.org/en/bc/bcsc/doc/1986/1986canlii879/1986canlii879.html>

Supreme Court of British Columbia. (2020). *Servatius v Alberni School District No. 70*, 2020 BCSC 15 (CanLII). <https://www.canlii.org/en/bc/bcsc/doc/2020/2020bcsc15/2020bcsc15.html>

Supreme Court of Canada. (1998). *R. v. M. (M.R.)*, 1998 CanLII 770.

<http://www.canlii.org/en/ca/scc/doc/1998/1998canlii770/1998canlii770.html>

Supreme Court of Canada. (1996). *Ross v. New Brunswick School District No. 15*, 1 SCR 825. <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/1367/index.do>

#### ADDITIONAL RESOURCES:

Maxwell, B, Gereluk, D, & Martin, C. (2022). *Professional ethics and law in education: A Canadian guidebook*. Canadian Scholars. <https://canadianscholars.ca/book/professional-ethics-and-law-in-education/>

Eaton, S.E. & Khan, Z.R. (2022). *Ethics and integrity in teacher education*. Springer. <https://link.springer.com/book/10.1007/978-3-031-16922-9>

#### LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Task 1	<i>Part I – Research a Legal Case:</i> Working in groups, students will research a seminal legal case in the field of education using a case analysis framework. <i>Part II – Discussion Facilitation and Synthesis:</i> Each group displays poster presentation for discussion.	Group	40%	Group 1: Oct 9 Group 2: Oct. 14 Group 3: Oct. 16
Task 2	Through a mix of multiple choice and short answer questions, five quizzes requiring the application of knowledge in relation to case studies will be administered in class via D2L.	Individual	60%  (20% per quiz)	Quiz #1: Sept. 18 Quiz #2: Sept. 25 Quiz #3: Oct 21 Replace: Oct. 23

#### WEEKLY COURSE SCHEDULE

**CHANGES TO SCHEDULE:** Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants taking the course or guest speaker schedules.

Please complete the required readings and skim through the case studies before coming to class. You should bring a printed copy of the Code of Professional Conduct and Teaching Quality Standard for each class as both pieces of legislation will be referenced each time.

Class Date	Topics, Resources and Required Readings	Key Assessment Due Dates
Class 1 (Sept 2)	<p><b><i>Topic 1: Intro to the Canadian system of law and professional ethics, values, morals, logical fallacies, cognitive bias, and professionalism</i></b></p> <p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"> <li>• Pages 1-12: Department of Justice Canada. (n.d.). <i>Canada's system of justice</i></li> <li>• Pages 2-10: Indigenous Economic Justice and Self-Determination: Wise Practices in Indigenous Law, Governance, and Leadership.</li> </ul>	
Class 2 (Sept 4)	<p><b><i>Topic 1 (continued): Ethics, values, morals, logical fallacies, cognitive bias, and professionalism</i></b></p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>• Pages 52-60: Abd-Eldayem, R.M.A (2023) <i>The relationship between cognitive bias and logical fallacies in Egyptian society</i>. (pp. 52-60 only)</li> <li>• Pages 601-605: Campbell, E. (2008). <i>Ch 30: Teaching ethically as a moral condition of professionalism</i></li> <li>• Pages 13-20: Department of Justice Canada. (n.d.). <i>Canada's system of justice</i></li> </ul> <p><b>Relevant Legislation</b></p> <ul style="list-style-type: none"> <li>• Alberta Education. (2023). <i>Teaching Quality Standard</i>.</li> <li>• Province of Alberta. (2012). <i>Education Act</i>. (Preamble)</li> </ul> <p><b>Case Studies explored in class:</b></p> <ul style="list-style-type: none"> <li>• Grande Yellowhead Regional Division No. 35 v. Leeson.</li> </ul>	
Class 3 (Sept 9)	<p><b><i>Topic 1: The Canadian system of law; Indigenous Law in Canada; and the TRC's Calls to Action in Education</i></b></p> <p>Guest Lecture (900 am): Brian Calliou (<a href="mailto:brianlouis.calliou@ucalgary.ca">brianlouis.calliou@ucalgary.ca</a>)</p> <p><b>Case study explored in class:</b></p> <ul style="list-style-type: none"> <li>• <i>Case 1 - Supreme Court of British Columbia. (2020). Servatius v Alberni School District No. 70</i></li> </ul>	<p>Guest Lecture: 9:00 am</p> <p>Form groups for for LT1</p>
Class 4 (Sept 11)	<p><b><i>Topic 2: The Teaching Profession – Code of Professional Conduct and Canadian Charter of Rights and Freedoms</i></b></p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Pages 25-29 Forster, D. &amp; Maxwell, B. (2022). <i>Using codes of professional ethics and conduct in teacher education: Pitfalls and best practice</i>.</li> <li>• Pages 605-608: Campbell, E. (2008). <i>Ch 30: Teaching ethically as a moral condition of professionalism</i></li> <li>• Podcast Episode: <a href="https://voiced.ca/podcast_episode_post/professional-ethics-and-law-in-canadian-education-with-drs-dianne-gereluk-and-bruce-maxwell/">https://voiced.ca/podcast_episode_post/professional-ethics-and-law-in-canadian-education-with-drs-dianne-gereluk-and-bruce-maxwell/</a></li> </ul>	

	<b>Relevant Legislation:</b> <ul style="list-style-type: none"> <li>Government of Canada. (2022). <i>Canadian Charter of Rights and Freedoms</i>.</li> <li>Alberta Government. (2023). <i>Teaching profession act</i>. (Sections 1-4)</li> </ul> <b>Case Studies explored in class:</b> <ul style="list-style-type: none"> <li><i>Case 1 – Teacher autonomy</i>: Court of Appeal of Alberta. (2016). <i>Edmonton School District No. 7 v. Dorval, 2016 ABCA 8 (CanLII)</i>.</li> </ul>	
Class 5 (Sept 16)	<b>Topic 2: The Teaching Profession – Professional Conduct</b>  8:30 am: Guest lecture by Gordon King from the Alberta Teachers' Association  <b>Required reading:</b> <ul style="list-style-type: none"> <li>Alberta Teachers' Association. (2005). <i>The early history of the Teachers' Association</i>.</li> </ul> <b>Relevant Legislation:</b> <ul style="list-style-type: none"> <li>Alberta Education. (2023). <i>Code of Professional Conduct</i>.</li> </ul> <b>Case Studies explored in class:</b> <ul style="list-style-type: none"> <li><i>Case 1 – Professional Misconduct</i>: Ontario College of Teachers v Gow, 2014</li> </ul>	Guest Lecture (8:30 am)
Class 4 (Sept 18)	<b>Topic 3: Professional Obligations and Personal Rights</b>  <b>Required Reading:</b> <ul style="list-style-type: none"> <li>Pages 608-613: Campbell, E. (2008). <i>Ch 30: Teaching ethically as a moral condition of professionalism</i></li> <li><i>Baker et al. (2025)</i>. Making sense of the alignment of social justice beliefs, theory and pedagogy.</li> </ul> <b>Relevant Legislation:</b> <ul style="list-style-type: none"> <li>Alberta Education. (2023). <i>Code of Professional Conduct</i>.</li> <li>Education Act (2022). Professional Conduct and Competency for Teachers and Teacher Leaders. Definition 1.(c).</li> <li>Battle River Policy Statement (2023). Controversial Issues in the Classroom. <a href="https://www.brsd.ab.ca/download/231046">https://www.brsd.ab.ca/download/231046</a></li> </ul> <b>Case Studies explored in class:</b> <ul style="list-style-type: none"> <li><i>Case 1 – Limits to teachers' freedom of expression</i>: Court of King's Bench of Alberta. (1984). <i>R. v. Keegstra, 1984 CanLII</i></li> </ul>	Quiz 1
Class 5 (Sept 23)	<b>Topic 3 Freedom of Expression and Conduct – Rights and Limits Inside the School</b>  Possible Guest Speaker – Dr. Dianne Gereluk  <b>Relevant Legislation:</b> <ul style="list-style-type: none"> <li>Alberta Education. (2023). <i>Code of Professional Conduct</i>. (Definitions)</li> </ul> <b>Case Studies explored in class:</b> <ul style="list-style-type: none"> <li><i>Limits to teachers' freedom of expression (outside classroom)</i>: Shewan v. Board of School Trustees of School District #34 <a href="https://canlii.ca/t/1p6pq">https://canlii.ca/t/1p6pq</a></li> </ul>	Guest Lecture (TBC)

Class 6 (Sept 25)	<p><b><i>Topic 3: Freedom of Expression and Conduct – Rights and Limits Outside the School</i></b></p> <p>Possible Guest lecture by Werklund Dean, Dr. Dianne Gereluk</p> <p><b>Required Reading (Listening)</b></p> <ul style="list-style-type: none"> <li>Kendrick, A.H. &amp; Scott, D. (2023). Professional ethics and law in Canadian education with Drs. Dianne Gereluk and Bruce Maxwell.</li> </ul> <p><b>Case Studies explored in class:</b></p> <ul style="list-style-type: none"> <li><i>Case 1 — Teachers’ freedom of expression: Supreme Court of British Columbia. (1986). Abbotsford Sch. Dist. 34 (Bd. of School Trustees) v. Shewan, 1986 CanLII 879 (BC SC)</i></li> <li><i>Case 2 — Teachers’ personal decisions and school policy: Casagrande v. Hinton Roman Catholic Separate School Division</i></li> </ul>	Quiz 2
Class 7 (Oct 2)	<p><b><i>Topic 4. Creating Safe and Caring School Environments – Physical and Psychological Considerations</i></b></p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>Hall, M.I. (2003). Duty to protect, duty to control, and the duty to warn.</li> </ul> <p><b>Relevant Legislation:</b></p> <ul style="list-style-type: none"> <li>Alberta Education. (2023). <i>Teaching quality standard</i></li> <li>Province of Alberta. (2023). <i>Occupational health and safety act</i></li> </ul> <p><b>Case Studies explored in class:</b></p> <ul style="list-style-type: none"> <li><i>Case 1 – Teacher responsibility for the physical safety of students: Court of King’s Bench of Alberta. (1993). Bain v. Calgary Board of Education, 1993 CanLII 7301</i></li> </ul>	
Class 8 (Oct 7)	<p><b><i>Topic 4. Creating Safe and Caring School Environments – Physical and Psychological Considerations</i></b></p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>Hall, M.I. (2003). Duty to protect, duty to control, and the duty to warn.</li> </ul> <p><b>Relevant Legislation:</b></p> <ul style="list-style-type: none"> <li>Alberta Education. (2023). <i>Teaching quality standard</i></li> <li>Province of Alberta. (2023). <i>Occupational health and safety act</i></li> </ul> <p><b>Case Studies explored in class:</b></p> <ul style="list-style-type: none"> <li>Ontario College of Teachers v Olisekwe</li> </ul>	Quiz 3
Class 9 (Oct 9)	<p><b><i>Topic 4: Creating Safe and Caring School Environments –Professional and Respectful Relationships</i></b></p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>Maxwell et al. <i>Chapter 10: Physical Touch in Schools</i></li> <li>Alberta Teachers’ Association. Pitfalls and precautions: Profession has no tolerance for undermining colleagues.</li> </ul> <p><b>Relevant Legislation:</b></p> <ul style="list-style-type: none"> <li>Alberta Education. (2023). <i>Teaching quality standard</i></li> <li>Alberta Education. (2023). <i>Code of Professional Conduct.</i></li> </ul> <p><b>Case studies explored in class:</b></p> <ul style="list-style-type: none"> <li>Ontario College of Teachers v Olisekwe</li> </ul>	LT1 Facilitation

Class 10 (Oct 14)	<p><b>Topic 4. Creating Safe and Caring School Environments – Inclusion and Diversity</b></p> <p><b>Supplementary Reading:</b></p> <ul style="list-style-type: none"> <li>Alberta Teachers' Association. (2005). <i>A duty to protect: Creating safe places for gay and lesbian students</i></li> </ul> <p><b>Relevant Legislation:</b></p> <ul style="list-style-type: none"> <li>Alberta Education. (2023). <i>Code of Professional Conduct</i>.</li> <li>Government of Canada. (2022). <i>Guide to the Canadian Charter of Rights and Freedoms</i>.</li> </ul> <p>Guest Lecture: Creating safe and caring school and classroom environments (inclusion and diversity)</p>	LT1 Facilitation #2
Class 11 (Oct 16)	<p>Second LT1 Poster Facilitation (one hour)</p> <p><b>Topic 5: Academic Integrity, Copyright, Artificial intelligence: Future ethical dilemmas for teachers</b></p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>Eaton, S. E. (2024). Future-proofing integrity in the age of artificial intelligence and neurotechnology: prioritizing human rights, dignity, and equity.</li> </ul>	LT1 Facilitation #3
Class 12 (Oct 21)	<p><b>Topic 5: The future of ethics, morals, values, and the law in education.</b></p> <p><b>Recommended Reading:</b></p> <p>Haenlein, M., &amp; Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence</p> <p><b>Case studies explored in class:</b></p> <ul style="list-style-type: none"> <li>Case 1 – ChatGPT and academic integrity – Cheaters tell all: How students are cheating with ChatGPT (<a href="https://www.queensjournal.ca/cheaters-tell-all-how-students-are-cheating-with-chatgpt/">https://www.queensjournal.ca/cheaters-tell-all-how-students-are-cheating-with-chatgpt/</a>)</li> </ul>	Quiz 3 – start time 8:00 am
Class 13 (Oct 23)	<p><b>Moment 5 continued – Guest Lecture – Artificial intelligence and academic integrity</b></p> <p><b>Guest speaker: Dr. Sarah Eaton (9-10:20 am)</b></p> <p>Class Wrap-up</p>	Replace Quiz (optional) – 8:00 am

### LEARNING TASKS AND ASSESSMENT

There are two required Learning Tasks for this course intended to measure both depth and breadth of understanding of course objectives. Learning Task 1 has two parts for submission and Learning Task two includes five graded, in-class quizzes administered via D2L.

#### LEARNING TASK 1: Group Poster Presentation and Facilitation

**Submission Package:** Title page, poster, synthesis, reference page

**Total:** 50% of final grade

**Due dates:** Facilitation 1: Oct 9 (synthesis due no later than 11:59 pm on Oct 10)  
Facilitation 2: Oct 14 (synthesis due no later than 11:59 pm on Oct 15)  
Facilitation 3: Oct 21 (synthesis due no later than 11:59 pm on Oct 22)

### List of cases:

**Facilitation 1** (Oct 9, 8-9:00 am, Groups 1-6): *Fairness and Educational Provision: Moore v. British Columbia (Education)*, 2012 SCC 61, [2012] 3 S.C.R. 360

**Facilitation 2** (Oct 14, 8-9:00 am, Groups 7-12): *Standards for supervision: Myers v. Peel County Board of Education*, 1981 CanLII 27 (SCC), [1981] 2 SCR 21

**Facilitation 3** (Oct 16, 8-9:00 am, Groups 13-18): *Teacher health and wellbeing: A2400284 (Re)*, 2025 CanLII 9796 (BC WCAT) <https://canlii.ca/t/k9fzh>

### Part 1. Poster: Research a Legal Case

Working in groups, summarize the key elements of the case as a poster to present to the rest of the class. Key elements are:

1. **Fact finding:** Briefly summarize the key facts of the case (5 W's) and the judgment
2. **Identify the specific laws, policies, and mandates** implicated within the case
3. **Identify potential logical fallacies or cognitive biases** that influenced each group members' reading of the case.
4. **Implications for Teaching Practice:** How and in what ways will knowledge of this case impact decisions about lesson planning, teaching strategies, classroom culture, or assessment?

This poster can be either digital or physical (printed copy) but must be easily viewed by classmates during the poster facilitation session (Part 2). An in-text citation of the course materials will suffice as evidence of application of course materials within the discussion. However, any texts referenced beyond the course materials should be cited on a separate Reference page.

### Part II. Poster Facilitation and Class Discussion

On the dates listed above, each group will have 10 minutes to engage in a large group discussion with the entire class. Because at least five groups will present each day, the time limit will be strictly enforced.

During the ten minutes, each group will facilitate a guided discussion on their legal case prompting the larger group deliberate and discuss one of the following areas:

- i) The implications of the case judgement on current teachers' practice
- ii) An ethical tension of the case related to personal and professional rights and responsibilities
- iii) Logical fallacies or cognitive biases that may distort understanding of the judgment

Each group should have several questions prepared and should listen closely to the discussion generated by previous groups to ensure no repetition occurs as each group will be referencing the same case.

During the guided discussion, each group member will share the responsibility for large group discussion and creating synthesis notes. The submitted synthesis should include all four areas listed and follow the APA 7<sup>th</sup> standards for written expression, grammar, and inclusive language. Please include references to required course materials such as podcasts, articles, lectures, or other cases on a separate sheet.

Note that the overall discussion synthesis should be no more than one page (double spaced with 12-point Times New Roman Font) and will be handed in alongside your poster and reference list.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Learning Task 1 will be graded as one submission (title page, poster, synthesis, and reference page) and is due 24 hours after the facilitation is complete. Late submissions will be subject to the late policy, and any grade reduction will apply equally to all group members.

In cases of discrepancies between the wording of the assessment criteria listed here and the rubric on D2L, the rubric on D2L will be taken as correct.

Please see the AI policy on this document for the acceptable use and disclosure of artificial intelligence tools. Using AI tools without disclosure will constitute academic misconduct.

Key assessment criteria to **Meet Expectations (A-)**:

- *Poster*: All three areas of the case analysis framework are comprehensively addressed and shown in a clear, comprehensible, and visually appealing manner. In-text citations are well used to provide evidence to claims.
- *Poster and Synthesis*: Written expression is clear, concise, and follows APA 7 standards for citation, grammar, and inclusive language. Each member's contributions are listed on the title page, including percentage of work complete for each of the following: poster design, research, poster and synthesis writing, editing, polishing, presenting).
- *Poster and Synthesis*: Final submissions do not exceed the page limit outlined in the task description.
- *Synthesis*: Key insights and ideas emerging from the group discussion are well-articulated and supported by class learning. Questions for discussion are listed, and responses are well summarized.
- *Synthesis/Group Facilitation*: The group evenly distributes the presentation workload, questions generated strong and interesting group discussion, and the time limit was respected.
- *Reference page*: Information provided makes retrieval of source materials easy and follows APA 7 standards closely. A strong selection of course materials and group research are in evidence.

### Learning Task 2: Graded, In-class Quizzes

**Total Weighting: 50% of grade. Each quiz will be weighed as follows:**

Quiz #1: Sept. 18 (33%), 8:05-8:35 am

Quiz #2: Sept. 25 (33%), 8:05-8:35 am

Quiz #3: Oct 21 (34%), 8:05-8:35 am

Replace/Redo: Oct. 23, 8:05-8:35 am (value of replaced quiz)

Over the course of the term, three quizzes involving a mix of multiple choice and short answer questions will be administered **in class** via D2L. Each quiz will follow a similar format and will include questions that require

the application of course knowledge, not simply recall. The quizzes will be administered via D2L and will be completed during class time, in the regular classroom space, on the dates and times listed.

Please bring a computer or personal device the day of the quiz. If this is not possible, please contact the instructor for a paper copy of the quiz. Class PowerPoints will be provided on D2L and should be used as the primary guide for study.

The only support materials allowed during quizzes are printed copies of the Code of Professional Conduct and the Teaching Quality Standard. Use of any other unauthorized online or printed materials or tools will be considered academic misconduct.

**Please note the following policies regarding assessments:**

**ABSENCES:** Absences from class on the quiz dates will only be excused [as per the University of Calgary regulations](#). For illness or emergency, you may be required to provide documentation verifying your absence as stated in the [Academic Calendar, Section M.1](#). The only make-up date for missed quizzes is October 23, 2025.

**UNEXCUSED ABSENCES:** Any unexcused absence will result in a grade of zero on the quiz as per [the Academic Calendar, Section G.1.2](#). The only make-up date for missed quizzes is October 23, 2025.

**ACCOMMODATIONS:** If you require accommodations for timed assessments, you must make arrangements with the Student Accessibility Centre at least 10 business days before the quiz date as per University of Calgary examination and accessibility policies ([Academic Calendar Section B6](#)).

**MAKE-UP QUIZZES:** The only make-up date for missed quizzes is October 23, 2025. Any student may replace an unsatisfactory quiz outcome by taking the final quiz.

**BONUS:** Students wishing to earn bonus marks on either Learning Task 1 or Learning Task 2 may do so via the Wellnify app. Completing five consecutive streak days will result in a one-point bonus to be applied to any quiz or your personal grade on the group project. A maximum of three bonus points can be earned.

To register to use the Wellnify app to earn bonus points, use the below QR code and notify your instructor of your registered username. Can't access the Wellnify app but want to participate in the bonus bonanza? Please contact your instructor for options.



**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>

### LATE SUBMISSIONS

Students requiring extensions must make an appointment to discuss the request with the Faculty Professor **prior to the due date**. Late submissions will be subject to a 5% grade reduction to a maximum of 15% (three days). Students may be required to provide written documentation in line with the University of Calgary Academic Calendar (M.1. Supporting Documentation for Absences:

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

A deferral of up to 30 days must be requested from the Associate Dean of Undergraduate Programs with accompanying written evidence prior to the end of the course. Please note that deferrals may interfere with your ability to progress into your Field Experience courses.

### ISSUES WITH GROUP TASKS

With respect to group work, *if your group is having difficulty collaborating effectively, please contact the Faculty Professor no later than September 12, 2025*. If a group is unable to collaborate effectively or discuss course materials in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

### USE OF ARTIFICIAL INTELLIGENCE TOOLS

Artificial intelligence tools can range from grammar and spelling assistance to complete text, concept, and media generation. They include large language models (LLMs such as ChatGPT), Chatbots, image and presentation generation, project management, content optimization, and so much more.

**Human-generated writing** refers to complete phrases, clauses, sentences, paragraphs, and essays that were crafted completely by a person or group of people. **Human-concepts** are ideas, reflections, conceptualizations, understandings, and synthesis created by humans or groups of humans.

*All assignments submitted in this course must contain fully human-generated writing composed from human-concepts. AI tools may be used to create visuals for the poster, polish/edit reference lists, and assist with reducing the length of your synthesis. The final submission of all course materials must include a notation of any AI tools used.*

**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-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).