EDUC 571A/B: Research Seminar in Educational Studies*
Spring & Summer 2025

Erin Spring

Land acknowledgement: The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta, Region 3.

*Please note that this is one 6-credit course (EDUC 571), delivered in Spring and Summer semesters. You must successfully complete both EDUC 571A and 571B in order to receive credit for EDUC 571. Successful completion of EDUC 571 is required to continue with the Honours degree pathway.

Class Dates: EDUC 571A - May 5 – June 16, 2025
                 EDUC 571B – June 30 – August 12, 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: Admission into the Bachelor of Education Honours Degree.

Office Hours: By appointment only; conducted by Zoom or Teams.

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence. The course instructor will make every effort to respond within 24 hours, Monday – Friday.

COURSE DESCRIPTION:
This course examines the foundations of different research methodologies most commonly associated with teacher-led research in K-12 classrooms, and provides undergraduate education students with the skills and knowledge necessary to conduct comprehensive literature reviews in the field of educational research. It is designed for undergraduate students in the Bachelor of Education Honours program. This required course focuses on the various research philosophies, methodologies, and methods that are often employed by teachers or schools in support of student learning and/or other forms of educational innovation and improvement. Students will also be supported to engage critically with research articles and reports, and produce a comprehensive literature review. The aim of this critical engagement will be to support students as future teachers to implement research-based teaching practices and to lay the foundations for future graduate study in Education.

Through undertaking a guided and comprehensive literature review, students will gain a broad knowledge that will prepare them to enter classrooms as certified teachers who are ready and well positioned to undertake research in service of student learning and educational innovation and improvement. This course will also help to prepare students who elect to pursue graduate studies in Education in the future.

COURSE PEDAGOGY RATIONALE:

In the view of this instructor, the wide availability of generative artificial intelligence (GAI) tools for producing high-quality written texts requires a seismic rethink of traditional pedagogies for teaching, learning, assessment and research. The instructor's own bias is that of a techno-optimist (Andreesen, 2023), so the assumption of this course is that GAI means of written text production and completing literature reviews should be embraced: understood as *enhancement*s to deeper learning, rather than barriers requiring bans by instructors or hidden use by students.

PROGRAM CONNECTIONS:

EDUC 571 is a required 6-credit course in the Bachelor of Education Honours degree pathway and will support students to consider the role of research in their future positions as K-12 classroom teachers or as future graduate students in Education. This course shares some key features with educational research courses offered within the Werklund School of education Graduate Programs in Education and can be viewed as an introductory level that may precede graduate opportunities.

COURSE LEARNING OUTCOMES:

Learners who successfully complete this course will demonstrate that they are able to:

#	Learning Outcome (LO)	Learning Domain (Anderson & Krathwohl, 2001)	LO assessed by: Learning Task (LT)
L01	Identify, organize, describe and present elements of self-learning through discussions with an educational research-focused chatbot.	Cognitive	LT1: Video blog LT2: Infographic critique LT3: Annotated biblio. LT5: Topic paper
L02	Discuss, conceptualize, propose and reconcile the roles of generative artificial intelligence and human intelligence underlying educational research and teaching practice.	Affective	LT1: Video blog LT2: Infographic critique LT3: Annotated biblio. LT4: Research workshop LT5: Topic paper
L03	Replicate, recreate, synthesize and generate multimedia recordings using the class learning management system, and coordinate recordings in response to classmates.	Psychomotor	LT1: Video blog LT2: Infographic critique LT3: Annotated biblio. LT5: Topic paper

Rubrics for each Learning Task, aligned to each Learning Outcome and Learning Domain, are provided in D2L.

COURSE DESIGN AND DELIVERY:

This course, both part A and part B, will be offered synchronously on Zoom with asynchronous engagement in a D2L environment. Part B will be more focused on individual Honours projects and will be conducted in seminar format. Additional details will be provided during the course, with explanations posted to D2L.

To successfully complete the Learning Outcomes and Learning Tasks for this course, students will need reliable internet access; an internet-connected device able to access, install and run the University of Calgary's suite of software; and a computer microphone and camera for video recording.

Five (**5**) assessed Learning Tasks will encourage reflection on learning from the course content related to students' growing understanding of literature reviews in educational research.

REQUIRED RESOURCES:

American Psychological Association. (2020). *Publication Manual of the American Psychological Association, 7th Edition*. APA 7th digital edition

LEARNING TASKS OVERVIEW:

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT #1	Video blogs	Individual	15%	Weekly
LT #2	Infographic critique of research article	Group	20%	May 23, 2025
LT #3	Annotated bibliography	Individual	15%	June 9, 2025
LT #4	Honours topic research workshop	Individual	20%	July 11/18, 2025
LT #5	Honours topic paper (draft)	Individual	30%	August 10, 2025

LEARNING TASKS SUMMARY:

LEARNING TASK	DESCRIPTION	GROUP / INDIVIDUAL	WEIGHT	DUE
LT #1 Video blog*	Working individually, learners will: • prepare, present and post multimedia presentations to the course learning management system (D2L), which reflect on self-learning gained through interactions with a writing tutor chatbot as they develop and revise sections / drafts of an educational research literature review. • reflectively review, respond, and reply to the posts of others.	Individual	15% grading rubric posted to D2L	Weekly Saturdays, 23:59 MDT
LT #2 Infographic critique*	Working in assigned groups, learners will: • read, summarize and critique a research article from a selected list (provided on D2L). • create an infographic summarize and critiquing the selected research article. • prepare, present and post a multimedia presentation to reflect on self-learning gained through chatbot interactions during preparation of the infographic.	Group	20% grading rubric posted to D2L	Week 3 Friday, May 23 23:59 MDT
LT #3 Annotated bibliography*	Working individually, learners will: • complete an annotated bibliography template (provided on D2L). • prepare, present and post a multimedia presentation to reflect on self-learning gained through chatbot interactions during preparation of the annotated bibliography.	Individual	15% grading rubric posted to D2L	Week 6 Monday, June 9 23:59 MDT

LT #4 Honours research workshop*	Working individually, learners will: • design and deliver a 15-minute workshop for K-12 teachers that furthers research witshin the chosen Honours topic area. • receive feedback from peers.	Individual	20% grading rubric posted to D2L	Friday July 11 OR 18 10:00 MDT
LT #5 Honours topic paper (draft)*	Working individually, learners will: • integrate course experiences by submitting the first draft of their Honours topic paper. • prepare, present and post a multimedia presentation to reflect on self-learning gained through chatbot interactions during preparation of the draft Honours topic paper.	Individual	30% grading rubric posted to D2L	Sunday August 10 23:59 MDT

*Rubrics with detailed instructions for successful completion of each LT, and accompanying grading criteria, are posted in D2L.

LEARNING TASKS AND ASSESSMENT:

There are five (5) required Learning Tasks (LTs) for this course, two (2) which are due within EDUC 571A, two (2) which are due within EDUC 571B, and one (1) LT which spans both 571(A) and 571(B). Students must complete and pass all five (5) required LTs in order to pass the course. Assessment rubrics for the LTs, as well as detailed instructions for successful completion, are provided in D2L.

WEEKLY COURSE SCHEDULE:

The weekly course schedule is posted, with regular updates, to D2L. Because changes to schedule may occur in response to the emerging needs of learners, students should refer to D2L in the first instance for updated course schedule information.

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.

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: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** Students who do not meet the extended deadline or who do not request an extension prior to the deadline may be given a mark of 0. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). 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.

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. All group members will receive the same grade unless specific and concrete evidence exists to suggest this is inappropriate.

GRADING

Grade	GPA Value	%	Description per U of C Calendar

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

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

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://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf. 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: 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 based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

Attendance/ Prolonged Absence
Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

https://www.ucalgary.ca/pubs/calendar/current/n-1.html

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 Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is TBA