EDUC 563: Complex Classrooms
Winter 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 (Districts 5 and 6).

The University of Calgary is situated on land Northwest of where the Bow River meets the Elbow River, a site traditionally known as Moh'kins'tsis to the Blackfoot, Wîchîspa to the Stoney Nakoda, and Guts'ists'i to the Tsuut'ina. On this land and in this place we strive to learn together, walk together, and grow together "in a good way."

Class Dates: January 13 – February 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: 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 will overview diversity education and its implications for teaching practice within todays' complex classrooms.

EXTENDED COURSE DESCRIPTION:
This course is based on the current challenge for educators and educators in training to better understand and effectively address student diversity in their contemporary classrooms, schools, and communities. Considering this, this course is not a recipe course, because teaching students with varied backgrounds, identities, frames of reference, abilities, interests, and belief systems is too complex for simple solutions. Instead, this course will present conceptually grounded, empirically based, and practically proven ideas and approaches to enrich educators in training towards thinking about and planning to address the diverse learning and developmental challenges in their future contemporary classrooms.

LEARNER OUTCOMES:

Students will be knowledgeable about:

I.   The development of diversity education from the history and transitions from special education and inclusive education.

II.   Instructional approaches and strategies for meeting the diverse needs of students in elementary and secondary classrooms.

III.   Critical aspects with respect to student diversity within lesson plans relative to the Alberta curriculum for elementary and secondary students.

IV.   The development of lesson plans relative to curricular goals and objectives of the Alberta Curriculums for elementary and secondary students with respect to the student diversity within classrooms.

COURSE DESIGN AND DELIVERY:

This course is an on-line course. There will be one synchronous class for each of the five weeks of this course. Zoom will be used for synchronous classes in this course. Desire2Learn (D2L) will be used to post class resources, including links to readings and power point presentations. An active University of Calgary e-mail address is required. To access the course in D2L, you will enter your ucalgary.ca IT username and password. will be delivered face-to-face on campus with possible engagement in a D2L environment.

REQUIRED RESOURCES:

Andrews, J., & Lupart, J. (2015). Diversity education: Understanding and addressing student diversity. Toronto, ON: Nelson Education.

EDUC 563 S01
https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/24139272490004336?auth=SAML&section=24357718290004336
EDUC 563 S02
https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/24139315610004336?auth=SAML&section=24401001240004336

ADDITIONAL RESOURCES:

Alberta Assessment Consortium (2023). https://aac.ab.ca

The UDL Project https://www.theudlproject.com/about.html

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	Summary of Research Based Instructional Strategies *Aligned with outcomes I, II*	Group	40%	Wednesday, January 29

Learning Task #2	Lesson Planning **Part A** Alignment of Alberta Curriculum General/Specific Objectives and Assessment *Aligned with outcome III*	Individual	20%	Friday, January 31
	Lesson Planning **Part B** Completed Lesson Plans *Aligned with outcomes III and IV*	Individual	40%	Friday, February 12

Assignments are due at 11:59 on the date specified.

Assignment grading criteria are included in the rubric for each assignment.

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 January 13-17	"What is Diversity Education?"	Review Course Outline Introduction to Diversity Education Classroom Review/Context Reading: Theme 1 (Andrews & Lupart)	
Week 2 January 20-24	"What are the considerations that inform planning to meet the needs of diverse students?"	UDL vs DI High Impact Teaching Strategies Lesson Planning - alignment • Learner Outcomes • Assessment Reading: Theme 3 (Andrews & Lupart)	
Week 3 January 27-31	"How will planning for diversity be reflected within lesson plans?"	Lesson Planning - continued Required Reading: One (1) chapter from Andrews & Lupart according to level and subject relative to up-coming practicum.	January 29 (Wednesday) LT #1Summary of Research Based Instructional Strategies January 31 (Friday) LT#2 Part A
Week 4 February 3-7	"How will I apply my learning within the context of my up-coming practicum?"	Putting it all together: Lesson Planning Reading: Continued from previous week	
Week 5 February 10-12	Sharing and Reflections	Small group sharing/Break out rooms	February 12 (Friday) LT#2 Part B

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

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 two (2) required Learning Tasks for this course.

1. **LEARNING TASK #1: Summary of Research Based Strategies – DUE: Wednesday, January 29 at 11:59 p.m.**

In groups, students will create a template/chart to share the definitions of three (3) instructional strategies identified as impactful by John Hattie's research. The template/chart will include the strengths and anticipated potential limitations of each approach in consideration of specific groups of students.

Collectively, our class will address strategies appropriate for use in our work with the following groups: variant ability, ethnicity, race, social class, religion, and gender as well as students identified as having anxiety, depression, learning disability, intellectual disability, and autism.

This assignment will be submitted through Dropbox for grading.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

	Accomplished (9-10)	Developing (6-8)	Beginning (0-5)
Instructional Strategies Provides a description of three instructional strategies	Each instructional strategy is described well clarifying the components of the strategy and considerations for implementation.	Each instructional strategy is described without considerations for implementation.	Instructional strategies are not well defined and/or three instructional strategies are not included.
Accuracy of Considerations/Strategies aligning with Barriers to Learning/Anticipated Challenges Provides connection to the impact of instructional strategies for students with specific learning needs	Instructional strategies are connected to Barriers to Learning/Anticipated Challenges of specific groups of learners with indication of why/how the strategy will support student learning.	Two to three are included, most are appropriate and aligned to the needs of students	Few considerations are included; may be inappropriate, not aligned to the needs of students

		Presentation of information is segmented and challenging to follow. Some errors in grammar, mechanics, and references.	Presentation of information is illogical and difficult to follow. Many errors in grammar, mechanics, and references.
Format Information is organized and a consistent form is used. Grammar, mechanics, and references are appropriate.	All information is clear and easily read. No errors.		

As this is a group assignment, the assignment grade will be given to each member of the group.

2. **LEARNING TASK #2: Parts A and B**
   Part A: Alignment of Alberta Curriculum, General/Specific Objectives and Assessment – Due Friday, January 31 at 11:59 p.m.

   Students will choose the curricular area and educational level to be developed through lesson plans in Learning Task #2 - Part B.
   Students will choose one (1) General Learning Outcome and two (2) Specific Objectives from the Alberta Program of Studies. The students will choose appropriate formative and summative assessments aligned with the objectives. Each student will explain (in 200 words or less) how the assessments will provide formative feedback to the objectives and how the summative assessment will capture student learning relative to the curriculum.

CRITERIA FOR ASSESSMENT OF LEARNING TASK #2 – PART A

	Accomplished (9-10)	Developing (6-8)	Beginning (0-5)
Accuracy of Learning Outcomes/Objectives	All components are included as specified in the Learning Task.	Most components are included accurately.	Some components are included accurately.
Appropriateness and Alignment of Assessments	Formative and summative assessments aligned with the Outcomes/Objectives are chosen. Evidence of the appropriateness of the assessments is evident through the student explanation.	Formative and summative assessments are almost aligned with the Outcomes/Objectives chosen. Evidence of the appropriateness of the assessments is not clear through the student explanation.	Formative and summative assessments are not aligned. Evidence is absent in the student explanation.
Format	Presentation of information is organized and clear. Few, if any, errors in grammar, mechanics, and references.	Presentation of information is segmented and somewhat challenging to follow. Some errors in grammar, mechanics, and references.	Presentation of information is illogical and difficult to follow. Many errors in grammar, mechanics, and references.

Part B: Completed Lesson Plans – Due Wednesday, February 12 at 11:59 p.m.

Each student will develop <u>three lesson plans</u> incorporating high impact teaching strategies to build

upon the aligned outcomes and assessment completed in Part A of this assignment.

CRITERIA FOR ASSESSMENT OF LEARNING TASK #2 – PART B

	Accomplished (9-10)	Developing (6-8)	Beginning (0-5)
Content	The lesson plans provide an exemplary critical understanding of core concepts from the course texts, & nuanced knowledge of the specific group targeted incorporating research- based strategies	The lesson plans provide a proficient critical understanding of core concepts from the texts, & knowledge of the specific group targeted (e.g., diversity considerations, instructional approaches).	The lesson plans reveal a misunderstanding of core concepts from the texts, & knowledge of the specific group targeted (e.g., diversity considerations, instructional approaches).
Content/ Structure	The lesson plans are strongly built from the learning outcomes/objectives and scaffold student learning to achieve outcomes/objectives. Lesson plans are coherent, concise and can be used effectively in the classroom setting.	The lesson plans incorporate learning outcomes/objectives from the Alberta Curriculum. Lesson plans are coherent, concise and can be used effectively in the classroom setting.	The lesson plan(s) incorporate no learning outcomes/objectives from the Alberta Curriculum. Lesson plans require restructuring to be used effectively in the classroom setting.
Form/Style.	The lesson plans reflect exemplary writing skills and attention to matters of content, formatting, and style.	The presentation of information is segmented and challenging to follow. Some errors in grammar, mechanics, and references.	Presentation of information is illogical and difficult to follow. Many errors in grammar, mechanics, and references.

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

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.

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/627ed88eb4b041b7a2e8155effac350

Instructor Intellectual Property
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act

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 Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.