

EDUC 201: Introduction to Educational Studies
Winter, 2024

Class Dates: Tuesdays and Thursdays; January 8, 2024 to April 9, 2024

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. I do not have an office on campus.

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

COURSE DESCRIPTION:

Introduction to Educational Studies examines fundamental questions that underpin key debates in schooling and education including:

- Why should children be educated?
- How should children be educated?
- What should children learn?
- Where should children learn?
- Who should control and make decisions about education?

The course aims to challenge your views and preconceptions of education and present different viewpoints for you to consider. You should come to question the opinions you hold and consider the strengths and limitations of the arguments presented.

You will need to undertake a considerable amount of independent reading to consolidate and extend what has been discussed during each class session. To derive maximum benefit, **you should complete the course readings prior to each class**, and be prepared to extend your learning with additional resources and discussions throughout the course.

LEARNER OUTCOMES:

Students will be knowledgeable about:

- key theoretical debates and issues in education.
- the diverse positions within educational debates and be able to articulate their strengths and weaknesses.
- key philosophical educational questions and defend and articulate an informed evidenced-based position on these questions.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with required engagement in a D2L environment.

REQUIRED RESOURCES:

There are no required textbooks for this course. All required readings are freely accessible through the UCalgary Library and/or posted in the course D2L Shell. All readings and additional materials are identified in the Weekly Course Schedule in this document.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	Weekly Discussion Posts: Engaging in Professional Dialogue	Individual	20%	Ongoing throughout the courses
Learning Task 2 Part A	Summary of a Peer-Reviewed Educational Research Article	Individual	20%	Tuesday, February 6, 2024
Learning Task 2 Part B	Small Group Research Presentation	Group	30%	Thursday, March 21, 2024
Learning Task 3	Academic Position Paper	Individual	30%	Tuesday, April 9, 2024

- All Learning Tasks must be completed successfully to receive a passing grade in this course.
- Learning Task 1 will be evaluated ongoing throughout the course. Learning Task 2 (Parts A and B) and Learning Task 3 are due in Dropbox by 11:59 pm on the due date.
- Please note that all assignments are expected to be the original work of the student(s) and students are not to employ text generation software (for example, ChatGPT).

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 Jan. 9 & 11	Course Introduction EQ: What is the purpose of education? EQ: Why should young people be educated?	Biesta, G. (2015). What is education for?: On good education, teacher judgement, and educational professionalism. <i>European Journal of Education</i> , 50(1), 75–87. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/pdfdirect/10.1111/ejed.12109 Smith, N. (2013). Educated guesses: What is the purpose of education? <i>Stimulus</i> , 20(3), 32-35.	LT 1: Group Post - <i>Social Contract</i> Due in Discussion Forum by 11:59 pm Friday

		<p>https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_nlnz_indexnz_997830663602837</p> <p>Robinson, K. (2010, October). <i>Changing education paradigms</i> [Video]. TED: Ideas worth spreading. https://www.ted.com/talks/ken_robinson_changing_education_paradigms</p> <p>In-class workshop: Finding peer-reviewed articles for LT 2 Part A</p> <p>Support resource for Learning Task 1 https://www.youtube.com/watch?v=w_lqIO3ZjYo</p>	
Week 2 Jan. 16 & 18	EQ: How should we educate future citizens?	<p>Osborne, K. (2000). Public schooling and citizenship education in Canada. <i>Canadian Ethnic Studies</i>, 32(3), 8. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_215637779</p> <p>Government of Manitoba (n.d.). <i>What does Canadian citizenship mean?</i> https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr9/blms/9-1-3d.pdf</p> <p>LT 2 Part A: Finding a peer-reviewed article: Instructor Video posted in D2L</p>	<p>LT 1:</p> <p>Discussion Leader post due by 11:59 pm Friday</p> <p>Comment on another post and respond to comment on own post due by 11:59 pm Monday</p>
Week 3 Jan. 23 & 25	EQ: How should we teach?	<p>What are our main conceptions of education? Where did they originate? How do they inform our current practices?</p> <p>Introduction to APA (7th edition) Workshop: Instructor Video (posted in D2L)</p> <p>Identify the article you will be using for LT 2 Part A</p>	<p>LT 1:</p> <p>Discussion Leader post due by 11:59 pm Friday</p> <p>Comment on another post and respond to comment on own post due by 11:59 pm Monday</p>
Week 4 Jan. 30 & Feb. 1	EQ: What should be taught in the curriculum? EQ: Whose knowledge is of most worth?	<p>Peck, C., Wright-Maley, C., Scott, D., von Heyking, A. (2021, April 6). <i>Opinion: Alberta's draft social studies curriculum will hinder students</i>. Edmonton Journal. https://bit.ly/3KLqnEo</p> <p>OR</p> <p>https://ezproxy.lib.ucalgary.ca/login?url=https://www.proquest.com/newspapers/draft-social-studies-curriculum-</p>	<p>LT 1:</p> <p>Discussion Leader post due by 11:59 pm Friday</p> <p>Comment on another post and respond to comment on own post due by 11:59 pm</p>

		<p>gets-flawed%2Fdocview%2F2511853794%2Fse-2%3Faccountid%3D9838</p> <p>Cryderman, K. (2021, April 3). <i>New curriculum deepens old political divide in Alberta</i>. The Globe and Mail. https://www.theglobeandmail.com/opinion/article-new-curriculum-deepens-old-political-divide-in-alberta/</p> <p>OR</p> <p>https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fnewspapers%2Fnew-curriculum-deepens-old-political-divide%2Fdocview%2F2508065035%2Fse-2%3Faccountid%3D9838</p> <p>Kafai, Y. B., & Proctor, C. (2022). A reevaluation of computational thinking in K–12 education: Moving toward computational literacies. <i>Educational Researcher</i>, 51(2), 146–151. https://doi.org/10.3102/0013189X211057904</p> <p>Alberta Education Programs of Study: https://curriculum.learnalberta.ca/home/en (Grades K-6)</p> <p>https://www.alberta.ca/programs-of-study.aspx (Grades 7-12)</p> <p>LT 2 Part A article summary: small group discussions / feed-forward. Bring draft of your peer reviewed article to class.</p>	<p>Monday</p>
<p>Week 5 Feb. 6 & 8</p>	<p>EQ: What is the role of controversial issues in the classroom?</p>	<p>Hess, D. (2005). How do teachers' political views influence teaching about controversial issues? <i>Social Education</i>, 69, 47-48. http://go.galegroup.com/ps/i.do?id=GALE%7CA128604238&v=2.1&u=ucalgary&it=r&p=AONE&sw=w&asid=52d606158ed50be92438acdab8b4cb43</p> <p>Sears, A. (2020, August 10). <i>The brain's autocomplete feature oversimplifies complex issues and impedes tolerance</i>. The Conversation. https://theconversation.com/the-brains-autocomplete-feature-oversimplifies-complex-issues-and-impedes-tolerance-</p>	<p>LT 2 Part A Due February 6</p> <p>LT 1:</p> <p>Discussion Leader post due by 11:59 pm Friday</p> <p>Comment on another post and respond to comment on own post due by 11:59 pm Monday</p>

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Week 6 Feb. 13 & 15	EQ: Where should children learn?	<p>Sobel, D. (2004). Place-based education: Connecting classroom and community. <i>Nature and Listening</i>, 4(1), 1-7. https://www.antioch.edu/wp-content/uploads/2017/02/pbexcerpt.pdf</p> <p>Guest Speaker on Place-Based, Experiential, and Inquiry-Based Learning</p> <p>LT 2 Part B: Formation of research groups</p>	<p>LT 1:</p> <p>Discussion Leader post due by 11:59 pm Friday</p> <p>Comment on another post and respond to comment on own post due by 11:59 pm Monday</p>
Week of Feb. 18-24		Term Break No Classes	
Week 7 Feb. 26 & 29	EQ: How should student learning be assessed?	<p>Jigsaw Reading Groups:</p> <ol style="list-style-type: none"> 1. Taras, M. (2005). Assessment – summative and formative – some theoretical foundations. <i>British Journal of Educational Studies</i>, 53(4), 466-478. https://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-8527.2005.00307.x 2. Leahy, S., Lyon, C. Thompson, S. & Williams, D. (2005). Classroom assessment: Minute by minute, day by day. <i>Educational Leadership</i>, 63(3), 19-24. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=18772694&sit e=ehost-live 3. Boud, D. (2015). Feedback: Ensuring that it leads to enhanced learning. <i>The Clinical Teacher</i>, 12(1), 3-7. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/tct.12345 4. Middleton, K.V. (2020). The longer-term impact of COVID-19 on K-12 student learning and assessment. <i>Education Measurement: Issues and Practice</i>, 39(3), 41-44. https://onlinelibrary.wiley.com/doi/full/10.1111/emip.12368 5. [Podcast] Smart ways to integrate student 	<p>LT 1:</p> <p>Discussion Leader post due by 11:59 pm Friday</p> <p>Comment on another post and respond to comment on own post due by 11:59 pm Monday</p>

		<p>reflection into student assessment. https://www.ascd.org/podcasts/smart-ways-to-integrate-student-reflection-into-student-assessment</p>	
<p>Week 8 March 5 & 7</p>	<p>EQ: To what extent should parents decide how their children are educated?</p>	<p>Ryan, C. & Hermann-Wilmarth, J. (2019). Putting read-Alouds to work for LGBTQ-inclusive, critically literate classrooms. <i>Language Arts</i>, 96(5), 312–317. https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v96-5/30095</p> <p>Aukerman, M., Grovet, K., & Belfatti, M. (2019). Race, ideology, and cultural representation in Raz-Kids. <i>Language Arts</i>, 96(5), 286–299. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26779070</p> <p>Gereluk, D. (2018, August 20). It’s time to address the hidden agenda of school dress codes. <i>The Conversation</i>. https://theconversation.com/its-time-to-address-the-hidden-agenda-of-school-dress-codes-97600</p> <p>Class time for working on LT 2 Part B.</p>	<p>LT 1:</p> <p>Discussion Leader post due by 11:59 pm Friday</p> <p>Comment on another post and respond to comment on own post due by 11:59 pm Monday</p>
<p>Week 9 Mar. 12 & 14</p>	<p>EQ: How should educators respond to the Truth and Reconciliation Commission’s Calls to Action?</p>	<p>National Centre for Truth and Reconciliation. (n.d.). <i>TRC Mini Documentary Senator Murray Sinclair on Truth and Reconciliation</i> [Video]. YouTube. https://www.youtube.com/watch?v=wjx2zDvyzsU</p> <p>Freeman, K., McDonald, S., & Morcom, L. (2018). Truth and reconciliation in YOUR classroom. <i>Education Canada</i>, 58(2), 10-13. https://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=129674444&site=ehost-live</p> <p>Cannon, M.J. (2012). Changing the subject in teacher education: Centering Indigenous, diasporic, and settler colonial relations. <i>Cultural and Pedagogical Inquiry</i>, 4(2), 21-37. https://doi.org/10.18733/C3KS3D OR https://journals.library.ualberta.ca/cpi/index.php/cpi/article/view/19109/15162</p> <p>Class time for LT 2 Part B.</p>	<p>LT 1:</p> <p>Discussion Leader post due by 11:59 pm Friday</p> <p>Comment on another post and respond to comment on own post due by 11:59 pm Monday</p>

<p>Week 10 Mar. 19 & 21</p>	<p>EQ: Should school choice be fostered in public education?</p>	<p>Hale, J. (2021, September 27). How civil rights activist Howard Fuller became a devout champion of school choice. <i>The Conversation</i>. https://theconversation.com/how-civil-rights-activist-howard-fuller-became-a-devout-champion-of-school-choice-165581</p> <p>Volante, L., Wyse, D., & Gutiérrez, G. (2021, Feb. 1). ‘School choice’ policies are associated with increased separation of students by social class. <i>The Conversation</i>. https://theconversation.com/school-choice-policies-are-associated-with-increased-separation-of-students-by-social-class-149902</p> <p>Alberta Public Charter Schools in 4 Minutes: https://www.youtube.com/watch?v=GQjkcJ2CuZs</p> <p>Alberta’s Private Schools Serve the Public Good: https://www.youtube.com/watch?v=VRusRMLmnZk</p> <p>The Face of Education: https://www.youtube.com/watch?v=yvlyNP3butk</p> <p>Alberta’s Publicly Funded Catholic Schools: https://www.cbc.ca/news/canada/calgary/why-alberta-saskatchewan-ontario-have-separate-catholic-schools-1.4614462</p>	<p>LT 2 Part B Due: Thursday, Mar. 21 in D2L Research Symposium. Presentation details will be discussed in class.</p> <p>LT 1: Discussion Leader post due by 11:59 pm Friday Comment on another post and respond to comment on own post due by 11:59 pm Monday</p>
<p>Week 11 Mar. 26 & 28</p>	<p>EQ: What is the role of teacher professional identity?</p>	<p>Barrett, D., Casey, E., Visser, R., & Headley, K. (2012). How do teachers make judgments about ethical and unethical behaviours? Toward the development of a code of conduct for teachers. <i>Teaching and Teacher Education</i>, 28, 890-898. https://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0742051X12000662</p> <p>Alberta Teachers’ Association (2004). <i>Code of professional conduct</i>. Alberta Teachers’ Association. http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-</p>	<p>LT 1: Discussion Leader post due by 11:59 pm Friday Comment on another post and respond to comment on own post due by 11:59 pm Monday</p>

		Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf Alberta Education. (2023). Teaching quality standard. Government of Alberta. https://open.alberta.ca/dataset/14d92858-fec0-449b-a9ad-52c05000b4de/resource/09cd735a-3a02-4f1f-8e23-51a11e6dfb06/download/educ-teaching-quality-standard-2023.pdf	
Week 12 April 2 & 4	EQ: What does it mean to self-identify as a professional educator?	Beltman, S., Glass, C., Dinham, J., Chalk, B., & Nguyen, B. (2015). Drawing identity: Beginning pre-service teachers' professional identities. <i>Issues. Educational Research</i> , 25(3), 225–245. http://www.iier.org.au/iier25/beltman.pdf Nickel, J., & Zimmer J. (2019). Professional identity in graduating teacher candidates. <i>Teaching Education</i> , 30(2), 145-159. doi.org/10.1080/10476210.2018.1454898. https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10476210.2018.1454898 BRING unlined 8 ½ x 11 paper (white or light colour) and markers/pencil crayons	LT 1: Self and Peer Assessment due by 11:59 pm April 5 in Dropbox.
Week 13 April 9	Concluding thoughts and summation	Teaching for the Canadian ethical environment. Final wrap-up and farewell.	LT 3 Due: Tuesday, April 9 by 11:59 pm Submit as a Word or PDF document to D2L Dropbox. Check with instructor if an alternative presentation method is chosen.

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

There are three required Learning Tasks for this course. Learning Task 2 (A and B) and Learning Task 3 should be submitted by 11:59 pm on the due date in the D2L Dropbox or Discussion Forum as directed by the instructor. Please note emailed assignments will not be accepted unless prior arrangements have been made. All learning tasks must be complete to receive a passing grade in this course. All grades will be calculated as raw scores and will then be converted to letter grades as per the University of Calgary Grading criteria.

1. LEARNING TASK 1: Weekly Discussion Posts: Engaging in Professional Dialogue (20%)

DUE: Ongoing throughout the course.

An important part of this course is the ability to demonstrate deep levels of scholarly discussion among your peers to deepen your understanding of issues in education. To do this, you will be randomly placed in discussion groups that will remain the same throughout the term. Each week you will be required to discuss issues in education as they relate to the weekly readings/presentations/videos. **All postings are done in the D2L Discussion Forum.**

1. In this assignment each group member is asked to choose two weeks (not necessarily consecutive) where you will lead and take notes on your group's in-class discussions. You will decide within your group who will be responsible for each week. A sign-up sheet will be provided as a Google Doc in D2L.
2. Weekly Discussion Leaders are then asked to post a critical reflection of the week's discussion on D2L guided by questions posed in class.

The posting should be thoughtful, but concise (no longer than 300 words). Throughout your response post, you are asked to **engage with the weekly readings.** In doing this, you are invited to paraphrase ideas that are helpful in exploring the chosen question.

3. During your week as Discussion Leader, you are expected to make your posting **no later than Friday 11:59 pm of that week.**

Following your posting as discussion leader, you are asked to review the post of one other group and **write a short comment** with *further probing questions or insights*. Then return to your own post and **respond to the comment from a peer**. These two response postings are due in D2L by **the following Monday by 11:59 pm.**

4. Individuals will complete a **self- and peer-assessment** at the end of the course providing evidence of your Discussion Group participation.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Grading	Descriptor	Post 1	Post 2	Self – and Peer-Assessment
5	Discussion post indicates careful reading of and thoughtfulness about the weekly assignments. Readily offers interpretations of course readings/videos/presentations and supports opinions with evidence from the course work. Comments on at least one other post and responds appropriately to comments on own post. Ideas are expressed clearly & concisely. Uses appropriate vocabulary. Is attentive to spelling and grammar.			
4	Discussion post indicates reading and basic understanding of weekly assignments. Supports some opinions with evidence from the course work. Offers cursory comments on other posts and usually responds to comments on own posts. Ideas are clearly stated. Occasional spelling and grammatical errors.			
3	Post suggests incomplete reading or insufficient understanding of the material. Either does not offer an opinion on course material or fails to support the opinion with evidence. Occasionally comments on other posts and/or fails to respond to comments on own work. Frequent spelling and grammatical errors.			
0-2	Posts are rare and/or do not answer the discussion question(s). Does not indicate reading and comprehension of the course material. Does not comment on other posts or reply to comments on own posts. Spelling and grammar are problematic resulting in incoherent submission.			

2. LEARNING TASK 2 (PART A): Summary of Peer-Reviewed Educational Research Article (20%)

DUE: February 6, 2024

Individually, find an appropriate **peer-reviewed** academic article related to a key educational debate that addresses one of the weekly themes listed in the course schedule. The **two-page summary** must include:

- a) a **two-page double-spaced SUMMARY** of the key points of the article;
- b) proper APA (7th edition) citation of the article;
- c) an attached **digital copy of the article** to which you are referring. The article does not need to be a clean copy and may have notes or highlights.

The summary should meet the following requirements:

- 1) A title page that includes: Summary of <title of journal article>, Student Name, Date, Student ID
- 2) Word document or PDF in 12-point Times New Roman, Calibri, or Arial font
- 3) No more than two pages **double-spaced** (not including the cover page or Reference page)
- 4) At least one inch right and left margins
- 5) APA (7th ed.) citation of the article in References at the end of the paper.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2 (PART A)

Criteria	Master (A- to A+)	Practitioner (B to B+)	Apprentice (C to B-)	Novice (C- or lower)	Score
Peer Reviewed Article <i>(i.e., evaluated and critiqued by researchers and experts through a blind review process before the article is published)</i>	The article is peer reviewed and is <i>ground-breaking or seminal</i> in the field. A copy of the article is provided.	The article is peer-reviewed. A copy of the article is provided.	A peer-reviewed article. Failed to provide a copy of the entire article.	Did not choose a peer-reviewed article (e.g. chose a professional magazine, journal that is not peer reviewed, etc.).	/2
Correct Citation of article	The article is properly cited using APA 7 th edition (in-text and bibliographic references).	There is <u>one</u> mistake found in APA referencing (e.g. missing comma, period, italics, etc.).	There are <u>two</u> mistakes found in APA referencing.	There are <u>more than two</u> mistakes in APA referencing.	/3
Summary of the article	The summary identifies the key points of the article in a concise and coherent manner.	The summary identifies the key points but is repetitive and/or not concise.	The summary misses some of the key points and/or misses the overarching aim of the article.	The summary is difficult to understand and does not accurately reflect the main points of the article.	/10
Organization and grammar	Organization is appropriate and contributes to the reader's understanding of the topic. Coherent and focused writing contribute to the overall quality of the paper. Free of grammatical errors.	Organization is appropriate and generally contributes to the reader's understanding of the topic. The summary is coherent and focused. Grammatical errors do not detract from the overall argument.	Organization is confusing but manages to contribute to the reader's understanding of the topic. Grammatical errors detract from the overall argument.	Lacks organization and fails to contribute to the reader's understanding of the topic. The paper lacks coherence and focus. Grammatical errors are common throughout.	/5

2. LEARNING TASK 2 (PART B): Small Group Research Presentation (30%)

DUE: March 21, 2024

In groups of 3-4 individuals (you are encouraged to choose group members different from your discussion groups), you are asked to **present academic research through a digital visual display** related to one of the course topics. The project is a stand-alone visual display comprised of a **graphic element, written text, and references to the literature cited**. The instructor will provide templates and examples in class.

In unusual circumstances a group may notify the instructor if one participant has not been contributing to the preparation of the presentation. Upon **written** notification, the instructor may use their discretion to remove that individual and reassign them to another group or individual work. **Notification for request to remove an individual from the group must be received no later than Thursday, February 29, 2024.**

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2 (PART B)

	Master	Practitioner	Apprentice	Novice	Score
Explanation of debate or issue Critical thinking	Thoughtfully and accurately interprets results, shows in-depth understanding of major ideas Research question is clear, well defined, thought-provoking, and directly related to an educational topic/issue explored in EDUC 201.	Identifies relevant arguments, justifies results, offers reasons Research question is clear, well defined, and directly related to course content.	Usually justifies results and offers reasons Research question lacks clarity but is directly related to course content. Summarizes the debate but misses some salient aspects or is overly wordy and difficult to understand.	Misinterprets data, gives unjustified arguments Research question is either missing, unrelated to course content, and/or incoherent. Missing significant aspects of the key points of the debate or is unclear.	/10
Connections to the research literature Quality of information	Covers the topic thoroughly, includes details that support the topic Key concepts and/or theory are succinct and detailed. Implications of theory and research in relation to research question are well explained.	Includes essential information; includes some supporting details Describes the chosen theory but less succinct or sophisticated in understanding. Ties to the research question are well explained. APA 7 citations are made throughout	Includes most essential information; details are somewhat sketchy Describes the chosen theory but misses some salient aspects or is overly wordy. Ties to the research question lack clarity.	Lacks essential information Lacks significant aspects of the theory; misunderstands the theory or is unclear. Cited literature is not connected to research question. APA 7 citations are missing or done largely incorrectly.	/10

	Proper APA 7 citations are made throughout.	and in mostly the proper format.	An attempt is made to cite content correctly using APA 7 format but there are ongoing minor errors.		
Organization	Well organized and coherent, topics are in logical sequence, includes clear introduction and conclusions. Varied sentence structure; scholarly style; easy to read; few to no errors in information	Organized, some topics are out of logical order, conclusions are generally clear. Varied sentence structure; scholarly style; but with a few awkward passages; minor errors.	Some organization, topics jump around, conclusions are unclear. Some variety of sentence structure; informal tone; a few awkward passages; noticeable errors.	Not organized; topics make no sense. Limited variety of sentences; informal style; awkward wording; many errors significantly detract from clarity of what is being communicated.	/3
Visual design Graphics Creativity Neatness	Visually appealing, clean simple layout, text is easy to read; graphics enhance understanding of ideas. Identifying information is included; good balance between text/images and negative (white) space; few to no formatting errors. Suitable for presentation at a professional conference.	Visually attractive, text is easy to read; colors enhance readability, graphics and special effects do not distract from understanding ideas; most graphics support the content. Identifying information is included; text/images and negative space are generally well balanced; minor formatting errors.	Text is sometimes hard to read; some graphics or special effects distract from understanding. Identifying information is included; text/image-heavy in places; noticeable formatting errors.	Text is very difficult to read; layout is cluttered and confusing; few of the graphics support the content. No identifying information included; either text-heavy or sparse content; major formatting errors throughout.	/2
D2L Discussion Board Engagement	Students demonstrate expertise; can clearly and coherently respond to questions about the visual; are knowledgeable about the research area; offer thoughtful insight	Students generally demonstrate expertise; can respond to questions about the visual, though responses may be vague or incomplete; may lack knowledge in research area; offer some insight to audience.	Students do not demonstrate expertise; can respond to questions about the poster, though responses may be vague, incomplete, or incorrect; clearly lack knowledge in research area; offer	Students do not demonstrate expertise; unable to answer questions about the poster; substantially lacking knowledge in research area; do not offer additional insight to audience.	/5

	and engages with audience.		little insight to audience.		
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3. LEARNING TASK 3: Academic Position Paper (30%)

DUE: April 9, 2024

Building on the discussions you had over the course of the term, in this assignment you are asked to address the key issues raised in this course:

- Why should children be educated?
- How should children be educated?
- What should children learn?
- Where should children learn?
- Who should control and make decisions about education?

The paper should demonstrate an appropriate understanding of the issues. Critique of both theory and practice must be provided in the defense of your argument. **The paper should be 5-7 pages in length plus a title page and a reference list using APA (7th ed.)** You may use the headings provided in the rubric for organizational purposes. Consult the Choice Board provided by the instructor for alternative presentation options.

Submit your assignment in D2L Dropbox in **Microsoft Word or PDF** format. If you choose an alternative presentation option, check with the instructor on requirements for uploading to Dropbox.

Your paper should meet the following requirements:

- 1) Title page;
- 2) 12-point Times New Roman, Calibri, or Arial font;
- 3) Double spaced;
- 4) At least one-inch margins on the left and right side;
- 5) Accurate APA (7th ed.) citations of works referred to in the paper (in-text citations);
- 6) Properly constructed reference list at the end in accurate APA (7th ed.).

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

	Master	Practitioner	Novice	Score
Why should children be educated?	Clearly articulates the purpose of education in the 21st century with strong references and personal insights to support the thesis.	Describes in general terms the purpose of education using sources and personal insights.	Little or vague summary of key course discussions.	/5
How should children be educated?	Connects teaching approaches to theory and provides examples and evidence to support beliefs. Considers inclusive practices, effective relationships, and/or other course discussions.	Describes teaching strategies but fails to provide personal examples or research evidence to support use of strategies.	Little or vague description of teaching strategies or approaches to support student learning.	/5
What should children learn?	Clearly articulates ideas toward teaching and learning with evidence from research literature and personal insights to support beliefs.	Describes ideas toward teaching and learning but does not include evidence to support ideas from research literature and personal insight.	Little or vague description of teaching and learning. Does not demonstrate understanding of course content.	/5
Where should children learn?	Connects learning environments with teaching approaches. Provides relevant examples and cites evidence to support beliefs.	Describes learning environments but fails to connect with teaching strategies. Provides examples and cites evidence to support beliefs.	Little or vague description of learning environments and/or connections to teaching approaches. No examples provided.	/5
Who should control and make decisions about education?	Connects readings, class discussions, presentations, videos and readings to developing a philosophy of cultural responsiveness, parental requests and curricular obligations.	Describes a responsive teaching philosophy of cultural responsiveness, parental requests, and curricular obligations, however, does not support it with readings, discussions, or presentations.	Little or vague description of the readings and discussion of cultural responsiveness, parental requests, and connections to curricular obligations.	/5
Writing, Mechanics,	Organization is appropriate and contributes to the	Organization is appropriate and generally contributes to	Lacks organization and fails to contribute to the	/3

and Presentation	reader's understanding of the topic. The teaching philosophy is coherent and focused contributing to the high quality of the paper. Free of grammatical errors.	the reader's understanding of the topic. Grammatical errors do not detract from the overall argument.	reader's understanding of the topic. The paper lacks coherence and focus. Grammatical errors are common throughout.	
References	All references are listed using APA 7 at the end of the paper. In-text citations are scholarly and in APA 7.	All references are listed in one consistent style at the end of the paper. In-text citations are consistent and scholarly.	Most references are listed in one consistent style at the end of the paper OR the style is inconsistent. Not all research is cited.	/2

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** in order to avoid a deduction in marks. 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.

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](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 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 Elsa Stokes, educrep@su.ucalgary.ca.