

EDUC 201: Introduction to Educational Studies

Fall 2024

Land Acknowledgement: *Welcome to EDUC 201, at the Werklund School of Education, University of Calgary. As we come together to question, understand, and (re)imagine the role and purpose of education, schools, and learning in Introduction to Educational Studies, we would like to take the opportunity to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta where the course and our learning takes shape. The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).*

Term Dates: September 3-December 6, 2024

Term Break (no classes): November 10-16

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-requisites: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education (UPE) for questions related to re-requisite courses.

Office Hours: One of the instructional team members will be available from 1:15-1:45 pm before the class starts on Tuesdays and Thursdays. Sometimes a casual conversation, without having to schedule something (thus making it more formal) can be quite generative for learning and relationship building. I encourage you to stop by with your questions, curiosities, and whatever else might show up during the term. If something else comes up, you are welcome to contact us to set up an appointment. We will discuss this further in class.

Email Policy: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence. When communicating by email, remember you are communicating formally, and as such should avoid use of social media / texting style shorthand. Again, we will broach this in class.

Course Description

Introduction to Education Studies takes up fundamental questions that underpin key considerations / topics / tensions 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 intention of the course is to challenge and expand your views and preconceptions on education and present different imaginations / perspectives for you to consider. You are invited to question the opinions you hold and consider the strengths and limitations of the ideas / positions presented.

Course Design and Delivery: This course is a face-to-face on campus lecture, with possible engagement in a D2L asynchronous learning environment. As an approach to lectures, the instructional team may infuse various technological platforms for student engagement and interaction. Having a laptop, cell phone, or tablet with you during class will help facilitate your ability to participate in these aspects of the course.

Please note that my approach to lectures is to draw on and expand my interpretations of the key ideas in the assigned readings and related literature. The lectures will not summarize or fully review the readings; instead, my intention will be to amplify central questions / ideas / themes, connect information, and offer multiple perspectives. The expectation is that you have read / listened / watched or otherwise engaged the texts on your own (prior to the class in which they are assigned).

Some Notes on Preparing for Each Class

You will need to undertake a considerable amount of independent reading, both allotted for each class and in preparation for your assignments in order to consolidate and extend what is discussed during each class session. To derive maximum benefit, **you should read / watch / listen to the assigned course materials prior to each class** and be prepared to do further reading throughout the course.

Because school is such a central feature of our contemporary lives, there are many aspects of it that remain unquestioned (and even unquestionable). This is why we are approaching the course through the disposition of *study* in community. In study groups, communities read and discuss common texts as they relate to lived experiences and help us reimagine other ways of knowing, doing, being, and relating in the world. In this course, we will be taking time to ask about the why and how of our habits and assumptions when it comes to schools and education. I hope you surrender to the curiosity of possibility, to the speculative or subjunctive mode of “what if..?”

Learner Outcomes:

Learner outcomes are a common expectation within course design; and as we will attend to in class, they are a fertile space to question some of our assumptions about teaching and learning. As a teacher, when designing courses, I most certainly have intentions, hopes, and desires for potential learning that might be made available through the materials and activities. However, I do not believe in any sense of guarantee, or direct relation from what is taught and what is learned (a transactional and controlling approach to teaching). That said, I am also bound to articulate the learner outcomes for the course. Please embrace these as an invitation into learning possibilities, while leaving yourself open to what has not and cannot be imagined in advance of the course unfolding.

As a student and active participant in the course, you are invited to:

- Identify and engage key theoretical debates and issues in education;
- Consider and discuss the positions within educational debates, including their convergences and divergences or possibilities and limitations;

- Grow your capacity to defend and articulate an informed position on key philosophical educational questions.

Required Resources: You will find active links to the resources, including library holdings as well as Leganto where you can download PDF's for the course resources in the Weekly Course Schedule below. You can find the Leganto list by going to the course shell in D2L under 'My Tools', as well, here is a direct link:

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/23134558420004336?auth=SAML

Additional Resources: As needed, the instructional team may provide additional sources for you to access in support of your learning and interests.

Assignment Overview

There are three assignments designed to invite you into the learning potentials for this course. As they support the learning possibilities and are interconnected, all three must be submitted for successful completion of the course.

Assignment Name	Description	Group / Individual	Weight	Due Date
#1. How to read now	Practicing reading habits for educational studies by selecting and writing with a peer-reviewed journal article	Individual	25%	October 3
# 2 Worldbuilding for educational futures	Part A: In groups of 3-4, you will create the world / region in response to the "Education 2048" prompt.	Part A: Group	Part A: 20%	November 19
	Part B: Each individual member will provide a response / recommendation to reimagine education in 2048 from the perspective / values / interests	Part B: Individual	Part B: 15%	

	imbued in the worldbuilding from Part A.			
# 3 Letters to the future: What will you carry forth?	A letter attending to the learnings, themes, and reimaginings conjured during the course.	Individual	40%	December 6-9

Course Schedule

Dates	Topics	Readings / Texts / Materials	Due Dates
Sept 3 rd	Introductions, Intentions, Invitations, and Formations	Review course outline hooks, b. (1994). Engaged pedagogy. In <i>Teaching to transgress: Education as the practice of freedom</i> (13-22). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780203700280-2/engaged-pedagogy-bell-hooks <i>Discuss reading practices, annotation, note taking</i>	
Sept 5 th	Classroom Worldbuilding & Community Agreements	Nicols, T. P. and O’Sullivan, B. (2019). Classroom cosmopolitics: Worldbuilding for mutual flourishing. In K. Lenters and M. McDermott (Eds.), <i>Affect, embodiment, and place in critical literacy: Assembling theory and practice</i> (pp.126-134). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780429027840-13/classroom-cosmopolitics-philip-nichols-brianne-sullivan	
Sept 10 th	Teacher-student relationships	Freire, P. (2009). Chapter 2 from Pedagogy of the oppressed. <i>Race/Ethnicity: Multidisciplinary Global Contexts</i> , 2(2), 163-174. https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/266914	

		Greene, M. (2014). To new teachers. https://www.youtube.com/watch?v=b_raVMnP57w
Sept 12 th	Questioning Assumptions about Schooling	Eisner, E. (2003). Questionable assumptions about schooling. <i>The Phi Delta Kappan</i> , 84(9), 648-657. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20440452
Sept 17 th	Assessment beyond performance cultures	Assi, P. (2018). Key concept: Assessment. In D. Trotman, H. Lees, and R. Willoughby (Eds.), <i>Education studies: Key concepts</i> (pp. 140-144). https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315661506-27/key-concept-assessment-parminder-assi Mehan, H. (1979). ‘What time is it, Denise?’: Asking known information questions in classroom discourse. <i>Theory into Practice</i> , 18(4), 285-294. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=5201910&site=ehost-live <i>Discussion of Assessment 1: How to read now</i>
Sept 19 th	What is education <i>for</i> ?	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/full/10.1111/ejed.12109
Sept 24 th	What are / were the intentions of school?	Bayley, J. (2018). Key concept: School. In D. Trotman, H. Lees, and R. Willoughby (Eds.), <i>Education studies: The key concepts</i> (pp. 211-215) https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/ejed.12109

com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315661506-41/key-concept-school-john-bayley

Grumet, M. R. (2006). Where does the world go when schooling is about schooling? Talk presented to the School of Education, Louisiana State University, March 17, 2005.

Journal of Curriculum Theorizing, 47-54.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=23934546&site=ehost-live>

Sept 26th Connecting purposes of education and assumptions of what it means to be human

Donald, D. (2020). Homo economicus and forgetful curriculum:
Remembering other ways to be a human being (video).
UAlberta Sustainability.

<https://www.youtube.com/watch?v=VM1J3evcEyQ>

Oct 1st Restorying who children are and what they need from us?

Mathias, L. (2018). Key concept: Childhood. In D. Trotman, H. E. Lees, and R. Willoughby (Eds.), *Education studies: Key concepts* (pp. 21-27). Routledge. [https://www-](https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315661506-5/key-concept-childhood-leoarna-mathias)

[com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315661506-5/key-concept-childhood-leoarna-mathias](https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315661506-5/key-concept-childhood-leoarna-mathias)

Aukerman, M. and Jensen, K. (2019). The literacy is in the listening: Honouring multiplicity and interrelatedness as early grade teachers. In K. Lenters and M. McDermott (Eds.), *Affect, embodiment, and place in critical literacy: Assembling theory and practice* (103-114). Routledge.

[https://www-taylorfrancis-](https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315661506-5/key-concept-childhood-leoarna-mathias)

		com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780429027840-11/literacy-listening-maren-aukerman-krista-jensen	
Oct 3 rd	Repositioning youth and social movements in and out of the classroom	Vermiere et al. (2024). The desire to learn: The alienation and reimagining of pedagogy on YouTube, Twitch, and TikTok. <i>Critical Studies in Education</i> . DOI: 10.1080/17508487.2024.2365805 https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/17508487.2024.2365805	Assignment 1: How to read now Due in D2L Dropbox by end of day
Oct 8 th	The need for imagination in contemporary teaching	Facer, K. (2019). Storytelling in troubled times: What is the role for educators in the deep crises of the 21 st century? <i>Literacy: UKLA</i> , 53(1), 3-13 https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/lit.12176 Robinson, K. (2006). Do schools kill creativity? TEDTalk, February 2006, https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity?subtitle=en&trigger=5s	
Oct 10 th	Imagining Educational futures <i>in / for</i> the World	Andreotti, V. D. O. (2021). The task of education as we confront the potential for social and ecological collapse. <i>Ethics and Education</i> , 16(2), 143-158. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/17449642.2021.1896632 Benjamin, R. and Bunton, A. (2024). Imagination. https://www.youtube.com/watch?v=lgg-wRiKOfI <i>Discuss Assignment 2: Worldbuilding for educational futures</i>	

Oct 15th Imagining Educational Futures *with* the World Common Worlds Research Collective (2020). (UNESCO Learning to become *with* the world: Education for survival. Paper commissioned for the UNESCO Futures of Education report.
<https://unesdoc.unesco.org/ark:/48223/pf0000374032>

OPTIONAL

Biesta, G. (2016). The rediscovery of teaching: On Robot Vacuum cleaners, non-egological education and the limits of the hermeneutical world view. *Educational Philosophy and Theory*, 48(4), 374-392. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00131857.2015.1041442>

Oct 17th What is taught and who decides: Curriculum Eisner, E. (2002). The three curricula that all schools teach. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23134674690004336?auth=SAML

Trotman, D. (2018). Key concept: Curriculum. In D. Trotman, H. Lees, and R. Willoughby (Eds.), *Educational studies: Key concepts* (pp. 150-153). Routledge.
<https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315661506-29/key-concept-curriculum-trotman-dave>

Oct 22nd What is taught and who decides: culture and power in teaching and learning Delpit, L. D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 53(3), 280-298. <https://meridian-allenpress-com.ezproxy.lib.ucalgary.ca/doi/full/10.1215/00170753-1988-003>

com.ezproxy.lib.ucalgary.ca/her/article/58/3/280/31525/The-Silenced-Dialogue-Power-and-Pedagogy-in

OPTIONAL

Ladson-Billings, G. (1995). But that's just good teaching!

The case for culturally relevant pedagogy. *Theory into*

Practice, 34(3), 159-165.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=5655844&site=ehost-live>

Oct 24 th	What is taught and who decides: Finding other / counter stories / knowledges	Maracle, L. (2015). Who gets to draw the maps: In and out of place in British Columbia. In <i>Memory Serves: Oratories</i> https://ebookcentral-proquest-com.ezproxy.lib.ucalgary-ebooks/reader.action?docID=5325965&ppg=53
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Whitty, P. and McKay, H. (2019). Walking together in and

through stories. In K. Lenters and M. McDermott (Eds.),

Affect, embodiment, and place in critical literacy:

Assembling theory and practice (pp. 165-175). Routledge.

<https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780429027840-17/walking-together-stories-pam-whitty-heather-mckay>

Oct 29 th	Haunting Structures in Schools: Class	Reay, D. (2006). The zombie stalking English schools: Social class and education inequality. <i>British Journal of Educational Studies</i> , 54(3), 288-307. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-8527.2006.00351.x
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Robinson, K. (2010). Changing education paradigms.

TedTalk, October 2010.

https://www.ted.com/talks/sir_ken_robinson_changing_education_paradigms?subtitle=en&trigger=5s

Oct 31 st	Haunting Structures in Schools: Race and Disability Inclusion	Yoon, I. H. (2019). Haunted trauma narratives of inclusion, race, and disability in a school community. <i>Educational Studies</i> , 55(4), 420-435. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00131946.2019.1629926
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Nov 5 th	School and Community Relations	Brady, J. (2022). Strategies for resistance: A study on Black mothering as practices of disruption for the schooling of Black children. <i>Journal of the Motherhood Initiative</i> , 13(2), 155-176. https://jarm3.journals.yorku.ca/index.php/jarm/article/view/40665
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*Assignment 2: Worldbuilding for educational futures
working session*

Nov 7 th	School and Community Relations	MacDonald, M. (2011). Reclaiming maternal pedagogies in a British Columbia Aboriginal Head Start program. In D. L. Byrd and F. J. Green (Eds.), <i>Maternal pedagogies in and outside the classroom</i> (pp. 40-52). Demeter Press. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23134724900004336?auth=SAML
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*Assignment 2: Worldbuilding for educational futures
working session*

November 10-16 No Classes, Term Break

Nov 19 th	Teachers in cultural myths and media	<p>Ahn, C. and Leggo, C. (2019). Teachers in film: Always in process. <i>Canadian Journal of Education</i>, 42(1), 117-137. https://journals.sfu.ca/cje/index.php/cje-rce/article/view/3410</p> <p>Britzman, D. (1986). Cultural myths in the making of a teacher: Biography and social structure in teacher education. <i>Harvard Educational Review</i>, 56(4), 442-457. https://meridian-allenpress-com.ezproxy.lib.ucalgary.ca/her/article/56/4/442/31483/Cultural-Myths-in-the-Making-of-a-Teacher</p>	Assessment 2: Worldbuilding for educational futures Part A & B due
<i>Discussion of Assignment 3: Letters to the future</i>			
Nov 21 st	Listening to teacher reflections navigating structures and desires	<p>McDermott, M. (2020). 'Finding voice': Acoustic contours of difference and recognizability. In M. McDermott, <i>Mapping the terrains of student voice pedagogies: An autoethnography</i> (pp. 131-152). Peter Lang. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23134766510004336?auth=SAML</p>	
Nov 26 th	Listening to teacher desires and reflections in shaping curriculum and units	<p>Papoff, S. (2019). Learning from our Elders, extending to our communities. In G. J. S. Dei and M. McDermott (Eds.), <i>Centering African proverbs, Indigenous folktales, and cultural stories in curriculum: Units and lesson plans for inclusive education</i> (pp. 21-50). Canadian Scholars Press. <i>Wait for e-book</i></p>	
Nov 28 th	Listening to teacher desires and reflections in shaping	<p>Khan, A. (2019). Building healthy relationships. In G. J. S. Dei and M. McDermott (Eds.), <i>Centering African proverbs, Indigenous folktales, and cultural storeis in curriculum: Units and lesson plans for inclusive education</i> (pp. 401-427). Canadian Scholars Press. <i>Wait for e-book</i></p>	

curriculum and units			
Dec 3 rd	Wrap-up	Flex Class: Direction, focus, flow to be discussed in class	
Dec 5 th	Wrap-up	Flex Class: Direction, focus, flow to be discussed in class	
			Assignment 3: Letters to the future due December 6-9 in D2L dropbox

Changes to Schedule:

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

Description of Assignments and Assessments

There are three assignments designed to invite you into the learning possibilities for this course. As they support the learning possibilities and are interconnected, all three must be submitted for successful completion of the course.

A note on orientation to the assignments. You are invited to embrace the descriptions below and discussed in class as **enabling constraints**. As a teacher I carry forth certain desires for learning within the courses I create. Yet I hope and encourage students not to be limited by my desires. I encourage play, creativity, and expansiveness in the way you approach each learning project. In this way, the descriptions presented are meant to provide you with a sense of the container within which you can play, this is what I mean by enabling constraints. This is not an “anything goes”, simultaneously it is also capacious with much room for you to express yourself and what you carry into the work (desires, experiences, interests). I recognize that this approach can create concern for learners who are more accustomed to very specific requirements and rubrics for their assignments. We will work through this together in class!

Artificial Intelligence (AI) Statement—Some Use Permitted:

Whenever new tools / technologies are introduced in society, particularly at the scale of Artificial Intelligence in contemporary times, they shake things up. For instance, we may not think about pencils and pens as technology that changed the way we think, learn, and communicate, however as a technology of literacy (along with the printing press) our brains no longer needed to remember things in the same way, and this had profound effects on what knowledge came to have value. Given that this course attends to the foundational, philosophical, sociological questions in educational studies, the use of AI is a site of fruitful conversation and contemplation. Within this course, then, we will together discuss the possibilities and limitations of AI (for instance, it has astounding environmental effects) and come to an agreement about how we might work with AI. Indeed, this might be a topic you choose to delve into further in one or more of the assignments!

Generally speaking, though, any use of AI must be explicitly declared in your assignment (preferably on the title / cover page). In addition, so that this can be a site of / for learning within the course, any ideas you have for the use of AI beyond copy editing assistance for discrete sentences or short excerpts and general inquiries for clarity of understanding must be proposed to and agreed upon with the instructor and / or teaching assistants. If students identify a creative and generative way of engaging AI as part of their assignments, approval by the instructor is required. Use of AI tools without a documented agreement between instructor and student will be considered ‘unauthorized assistance’ and / or ‘failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessment in their courses’ under the University of Calgary’s Student Academic Misconduct Policy (see below).

1. How to read now: Practicing reading habits for educational studies. DUE October 3, 25% (Individual)

There are several aspects of this assignment that I hope will help prepare you for cultivating generative relational reading practices in your degree and beyond. In 500-750 words (2-3 pages double spaced), sans-serif 12-point font, you are invited to attend to two areas of focus:

- a. Selecting a peer-reviewed journal article: Some of the more technical considerations are around finding readings of interest that are not assigned by course instructors. Where do you go to search? How do you search? How do you decide whether to spend time reading the text, or not? What is peer-review? How do you know if the article is peer-reviewed? Why does peer-review matter?

- b. Reflecting on your reading practices and habits: Once you have decided on *what* you will read, the question becomes *how* will you read? Are you reading to be able to surmise the authors' points of view? Are you reading to make connections—to other texts, to your personal life, to the world? Where are you in relation to the text, are you sitting outside it merely consuming or extracting discrete details or are you entangled in the sense-making? What experiences, ideas, interests do you bring that shape possible interpretations of the text? How might you remember that there is / are a person / people who care about the topic and the writing enough to have spent a great deal of time and effort crafting what we are reading? What relations could we cultivate if we embrace the *gifts of knowledge*¹ someone offered in writing the text? The invitation here is to learn how we read as co-creators of meaning in the text, rather than finding some final truth in the piece; re-learn to bring questioning back into reading, rather than mere consumption—consider what you bring from your carrier bag and what the article offers to what you might want to carry forth in your work.

We will attend these foci through a series of prompts for you to read-think-write with:

- i. What drew you to the article? Why did you select it?
- ii. What expectations / desires did you have of the article? What prompted them (e.g., the title, the abstract, the section headings...)? (How) Were they met?
- iii. What questions did the article help you ask? What questions / curiosities did it conjure for you?
- iv. Embodied reading: How did you feel while reading the article? Pay attention to particular emotions that showed up as you read and consider those sections of the reading as holding some significance for your learning / unlearning.

Technical Details:

- Cover page including: Title of journal article (in APA 7), student name, date, student ID, word count, AI statement

¹ If this idea sounds intriguing to you, you are welcome to come to the instructor to learn more, and even ask for a few recent publications that attend to the idea (through the lens of graduate education). McDermott, M. (2024). Teaching citation politics through literature review topographies: Towards cultivating relational writing practices. *Feminist Pedagogy*, 4(4), article 6 [special issue: Graduate student pedagogy: Feminist approaches to graduate level instruction and mentorship, P. Harvey & A. Wolfe (Eds.)]; and McDermott, M. (2023). Mapping contours of gender and knowledge production: Towards scholarly writing as gifts of knowledge. In A. Hultgren and P. Habibie (Eds.), *Women in scholarly publication: A gender perspective* (pp. 189-202). Routledge.

- 500-750-word (2-3 pages double spaced) reflection, NOT including cover page and references, sans serif 12-point font (e.g., Times New Roman or Ariel)
- APA 7th edition
- Submit a copy of the annotated article

Criteria for Assessment of Assignment 1

Please note that we will discuss, unpack, and fill in these criteria together in class as part of the learning and unlearning of our own habits of learning. To give you a sense of what the instructors will be considering when assessing your submissions, see below.

- Peer-review article: The chosen article is peer-reviewed (e.g., evaluated by researchers and experts in the field before the article is published) and relates to the themes / concepts / questions / ideas in Educational Studies as presented in course materials, lectures, and discussions.
- All components are submitted including: Cover page, reflection, references, and an annotated copy of the article.
- Technical requirements are met, including APA 7 for all referencing
- Content: The reflection substantively articulates your reading practices and attends to how reading is a relational act of co-creating meaning in the text. It offers insight into reading practices that have worked for you in the past, and / or new ones that were attempted for this assignment.
- Organization and editing: The organization of the reflection is appropriate and contributes to the reader's understanding of the student's reading practices. The submission is largely free of grammatical errors, indicating that it has been edited and revised before submission.

2. Worldbuilding for educational futures, DUE November 19, 35%

“To refuse to participate in the shaping of our future is to give it up. Do not be misled into passivity either by false security (they are not talking about me) or by despair (there is nothing we can do). Each of us must find our work and do it.”

(Audre Lorde, 1984, p. 136)

Lorde, A. (1984). *Sister outsider: Essays and speeches*. Crossing Press.

For this assignment, we will be drawing from a prompt provided in Andreotti (2021) (read for class on October 10th) called “Education 2048”. In this prompt, Andreotti and her co-creators describe a scenario where we are invited to imagine education in the year 2048. The way we are going to work with the scenario consists of two parts:

Part A Worldbuilding (GROUP, 20% of Assignment Grade): In groups of 3-4, you will create a part of the world (a region) that might exist in 2048. In your worldbuilding you will consider, imagine, and describe the atmosphere and culture of the world. What kinds of people are there? What are their relations? What counts as knowledge and who decides? How do they approach / understand / value knowledge and learning? Where do they go to learn / engage / create knowledge? Where / how does education happen? Is it still in schools? What is the shape of schools? What are their relations to communities? Who has access to schools / learning? Who makes decisions about learning and knowledge? What are the social, cultural, political values underpinning the world / region? Be attentive to creating a plausible world in relation to the scenario offered in the “Education 2048” scenario, which will require very close and multiple readings of the scenario. Consider making it *fee*/real through descriptions of the sensorium—the smells, tastes / flavours, sounds, looks, and tactility of the world / region.

Part B Response / Contribution to the global virtual call (15%, Individual): Once you and your group have created the details of the world / region in Part A, your individual assignment is to decide what recommendations you will share in the global virtual call. In order to craft the response, you will need to consider *who* this person is and what their role / relation is within the social structures of the world. Note that we will discuss the length and possible forms of these responses in class, however, as a general sense you can imagine 250-300 written words. For instance, you may choose to continue working as a group and create a script of a conversation you each would bring to the virtual call, indeed, you may choose to video record your responses, or you may consider other ways to demonstrate your suggestion for what kind of education we might need in 2048. The important thing to consider is that in your individual response, it is apparent that you are voicing a perspective that could viably live within the world / region you and your group created in Part A.

Criteria for Assessment of Assignment 2

Please note that we will discuss, unpack, and fill in these criteria together in class as part of the learning and unlearning of our own habits of learning. To give you a sense of what the instructors will be considering when assessing your submissions, see below.

This is a group assignment with an individual component. The strength of what you are able to contribute individually will be entangled in your commitment to the world you build collaboratively. That said, you will receive feedback collectively on the worlds you create within your groups—how plausible do they feel? Can the reader get a sense of the atmosphere, the sensorium, the social and political values, the ways of doing-being-relating made available within this world?

Part A Assessment Criteria:

- Content:
 - The world that is created feels plausible, in relation to the details shared in the “Education 2048” scenario.
 - The world that is created has rich details that attend to the beliefs and values of the people in the world / region.
 - The world that is created attends specifically to questions of schools, education, learning, knowledge, and communities.
 - Key education debates / issues / considerations discussed in class are explained / shown / demonstrated within the world / region
 - Connections to the literature read in class and beyond are clearly expressed
- Form: the selected form for representing the world supports the overall values expressed in and through the world (e.g., if the world / region values curiosity and creativity, then the form might be more multisensory; if the world values order, control, and linearity, the form might be more rigid and structured, following a 5-paragraph essay, for instance)
- Organization: There is integrity in and through the flow of ideas that help the reader gain an intimate sense of the world. The organization and flow engage the reader in the ideas.
- Works referenced are submitted in APA 7th
- Statement of AI use is clearly articulated

Part B Assessment Criteria:

- Content:
 - Who the imagined respondent is and their role / relation within the broader social structures of the society / world / region is clearly noted
 - The individual response / contribution to the call is clearly grounded in the details of the world / region created as a group in Part A
 - The individual response / contribution to the call offers creative and generative paths towards a thriving and flourishing future. If you select to offer something that would further entrench us in the destructive paths addressed in the “Education 2048” scenario, than some form of acknowledgement that you are aware that these recommendations are untenable.
 - At least one key education debate / issue / consideration discussed in class are explained / shown / demonstrated within the response
 - Connections to the literature read in class and beyond are clearly expressed
- Form: the selected form for the response supports the overall values expressed in and through the world (e.g., if the world values hierarchy and this determines who can speak in what ways, then the response should reflect that in relation to who the imagined speaker is)
- Organization:
 - There is integrity in and through the flow of ideas that help the reader gain an intimate sense of the respondent and their suggestions for “Education 2048”
 - The organization and flow engage the reader in the ideas
- Works referenced are submitted in APA 7th
- Statement of AI use is clearly articulated

3. Letters to the future: What will you carry forth? DUE December 6-9, 40%

The purpose of this assignment is for you to reflect on the learning and unlearning offered to you throughout the course as you think about the foundational questions in Educational Studies and consider what aspects you want to carry forth into your work. I hope that by the end of the term, you will realize that you have agency in bringing forth habits and practices with intention to move towards the kinds of worlds you want to live into. As a letter to the future, then, you are invited to play with the ways in which the past-present-future

are entangled. In other words, with a focus on the future, we need not necessarily only use “new” ideas, rather the past also has much to gift our imaginations. You might consider crafting a letter to yourself in the future, or perhaps a letter to your future students. Maybe you write a letter to a former teacher expressing what you learned with them and how you hope to be in your educational practices. Or, perhaps you write to your former self as a student and share with them what you believe might have served them better in their learning journey. These are merely some ideas, and as the term unfolds, more may be offered. That said, as with all the assignments, you are encouraged to get creative. Perhaps you return to the scenario and questions from assignment 2 and continue crafting a letter into that world / region. You might draw on that world / region and further flesh-in some of the practices for worldbuilding you wish to hold on to, the kinds of futures we may be living into. The form for this assignment is, once again, open. If you would like to express your ideas in a multimodal, multisensory, or other form beyond the written word, please come and speak to the instructors about your ideas. As a general sense, if you choose to write you are asked to write between 5-7 pages (including references).

Criteria for Assessment of Assignment 3

Please note that we will discuss, unpack, and fill in these criteria together in class as part of the learning and unlearning of our own habits of learning. To give you a sense of what the instructors will be considering when assessing your submissions, see below.

- Content:
 - Letter has a substantive engagement with central topic(s) within Educational Studies that the student wants to hold on to in the future
 - Letter engages course materials and discussions in addition to external resources (e.g., the peer-reviewed article for Assignment 1) and beyond
- Organization:
 - There is integrity in and through the flow of ideas that help the reader gain an intimate sense what you are interested in carrying forth
 - The organization and flow engage the reader in the ideas
- Form: The form, or selected mode of expression supports the reader’s understanding of what ideas will be carried forth.

- It is clearly edited / practiced / reviewed / revised
- References: All references are listed in APA 7 and submitted along with the letter
- Statement of AI use is clearly articulated

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 Session*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all class sessions 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. It is not acceptable to miss a class to complete an assignment. If you sense you may require more time to complete and submit the work, please be in communication with the instructor as soon as possible (before) the due date.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class session and activity is that the course involves working with the other students in the course to share ideas and thinking. For example, each week you may work with a small group to engage your peers in discussions on work being considered in the course. 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 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 offered by 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 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 term work of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs 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 during class or outside of class time 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 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>

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.