

**EDUC 201: Introduction to Educational Studies (Online)
Fall, 2021**

Section	Instructor	Time	Location	Email
S01	Dr. Amy Burns	1:00-2:20pm	Online	amburns@ucalgary.ca
Lead TA	Lauren Sele			lauren.sele@ucalgary.ca
TA	Harrison Campbell			harrison.campbell@ucalgary.ca
TA	Lisa Taylor			lisamarie.taylor@ucalgary.ca
TA	Rosalind Carson			rosalind.carson@ucalgary.ca

Class Dates: Tuesdays and Thursdays from September 7, 2021 – December 9, 2021

Course Configuration: Generally, the course will be structured in the following way, however, **please note the changes to this format listed and highlighted in the Weekly Schedule.**

- Each week Dr. Burns will record and post a lecture for students to view. This lecture must be viewed prior to the Discussion Group sessions.
- Zoom sessions will be held every Tuesday and Thursday from 1:00-2:20pm MST. These Zoom sessions will be utilized for Discussion Group Sessions and will be led by the Graduate Teaching Assistants. Each student will be required to attend their discussion group session which will happen once per week and which will allow you the chance to discuss the ideas presented in the recorded lecture in a smaller cohort in real time. Details on your discussion group will be provided in the first class on September 7. You will be able to find out which discussion group you are in by looking in D2L under Communication, then under Groups. All Discussion Groups will be assigned alphabetically and changes will not be possible.
- Zoom Sessions – Discussion Groups A (Sele) & B (Campbell) – Tuesdays from 1:00-2:20pm
- Zoom Sessions – Discussion Groups C (Sele), D (Taylor) & E (Carson) – Thursdays from 1:00-2:20pm
- On select Tuesdays and Thursdays, Dr. Burns will hold informal, optional Zoom sessions to provide further theoretical discussion. **If this session conflicts with your Discussion Group, you must attend your Discussion Group.** These sessions will occur on both Tuesdays and Thursdays to ensure equity of access.
- All Zoom links will be posted in D2L under Content under each week.

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. Please direct all inquiries regarding assignments to the TA leading your Discussion Group. Other inquiries can be directed to Dr. Amy Burns or Lauren Sele as you wish.

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 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 in order to consolidate and extend what has been discussed during each class session. To derive maximum benefit, **you should complete the readings prior to each week**, and be prepared to extend your learning with additional resources 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 online synchronously and asynchronously including engagement in a D2L environment and scheduled Zoom sessions.

REQUIRED RESOURCES:

Gereluk, D., Martin, C., Maxwell, B., & Norris, T. (2016). *Questioning the classroom: Perspectives on Canadian education*. Don Mills, ON: Oxford University Press.

You may purchase the textbook from the University of Calgary Bookstore or order it and they will ship it to you. Please visit https://www.calgarybookstore.ca/buy_courselisting.asp to order. An e-book format is also available. The text is also available on amazon.ca

E-book for rent or purchase from BookShelf (VitalSource); app available for Android and Apple devices
<https://calgary-store.vitalsource.com/products/questioning-the-classroom-perspectives-on-dianne-gereluk-christopher-v9780199010042>

The textbook is an essential component of the course. There are questions and case studies that you will be asked to respond to as part of the learning tasks and class discussions.

ADDITIONAL RESOURCES: Additional readings and videos 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	Discussion Group Engagement	Individual	15%	Ongoing
Learning Task 2	Summary of a Peer-Reviewed Article	Individual	20%	Tuesday, October 5, 2021
Learning Task 3	Small Group Poster Presentation	Group	30%	Thursday, November 4, 2021
Learning Task 4	Position Paper	Individual	35%	Tuesday, December 7, 2021

***NOTE: ALL LEARNING TASKS MUST BE COMPLETE TO RECEIVE A PASSING GRADE IN THIS COURSE.**

***NOTE: LEARNING TASK 1 WILL BE EVALUATED IN EACH ZOOM DISCUSSION GROUP. LEARNING TASKS 2-4 ARE DUE IN DROPBOX BY 11:59PM ON THE DAY THEY ARE DUE.**

WEEKLY COURSE SCHEDULE:

Please note changes to the schedule may occur as necessary.

Date	Readings and Tasks	Important Dates
Week 1 Sept. 7-12	<p>Topic Questions: What is the purpose of education? Why should young people be educated?</p> <p>Reading: Introduction: <i>What's the Point?!</i></p> <p>Chapter 1: <i>What are the values or aims of education?</i></p> <p>Viewing: Week 1 Lecture Available on D2L under Content – Week 1</p> <p>Dr. Ken Robinson on Changing Education Paradigms retrieved from https://www.ted.com/talks/ken_robinson_changing_education_paradigms</p> <p>Zoom Discussion Sessions: Topic: In addition to the weekly topic, you will be discussing the LT2 writing assignment including how to find a peer reviewed journal article. In preparation for your Week 1 Discussion Group please watch the following video prior to coming to the discussion group: https://www.youtube.com/watch?v=w_lqI03ZjYo</p>	<p>Sept. 7, 2021: Full Class Zoom Session with Dr. Burns</p> <p>Sept. 9, 2021: All Discussion Groups will meet. A&C combined– Sele B – Campbell D – Taylor E - Carson</p>
Week 2 Sept. 13-19	<p>Topic Questions: How should we educate future citizens?</p> <p>Reading: Chapter 2: <i>Can we educate for Canadian identity?</i></p> <p>Sears, A. (2004). In search of good citizens: Citizenship education and social studies in Canada. In A. Sears & I. Wright (Eds.), <i>Challenges & prospects for Canadian social studies</i> (pp. 91-106). Vancouver: Pacific Education Press. Retrieved from http://www.learnalberta.ca/content/sspp/html/pdf/in_search_of_good_citizens.pdf</p> <p>Government of Manitoba (n.d.). What does Canadian citizenship mean? Retrieved from https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr9/blms/9-1-3d.pdf</p> <p>Viewing: Week 2 Lecture Available on D2L under Content – Week 2</p> <p>Zoom Discussion Sessions: In addition to the weekly topic, you will have additional opportunity to clarify LT2. Please see this library resource that includes information on how to use the various databases. https://library.ucalgary.ca/c.php?g=715125&p=5122411</p>	<p>Sept. 14, 2021: Discussion Groups A & B – 1:00-2:20 (Zoom)</p> <p>Sept. 16, 2021: Discussion Groups C, D & E – 1:00-2:20 (Zoom)</p>
Week 3 Sept. 20-26	<p>Topic Questions: How should we teach?</p> <p>Reading: Chapter 3: <i>What are our main conceptions of education? Where did they originate? How do they inform our current practices?</i></p> <p>Viewing: Week 3 Lecture Available on D2L under Content – Week 3</p>	<p>Sept. 21, 2021: Discussion Groups A & B – 1:00-2:20 (Zoom)</p> <p>Sept. 23, 2021: Discussion Groups C, D & E – 1:00-2:20 (Zoom)</p>

	<p>Zoom Discussion Sessions: This week you will be asked to both discuss the weekly topic as well as identify an article for LT2 before attending your Discussion Session. Also, please check the following resources including information on APA 7 and a writing tutorial.</p> <p>Introduction to APA (7th edition) https://library.ucalgary.ca/c.php?g=715125&p=5122411</p> <p>Tutorial: https://www.youtube.com/watch?v=AKV9hkYJ7-8</p>	
<p>Week 4 Sept. 27- Oct. 3</p>	<p>Topic Questions: What should be taught in the curriculum? <i>Whose</i> knowledge is of most worth?</p> <p>Reading: Chapter 5: <i>What should be taught in the curriculum?</i></p> <p>Apple, M. (1990). Is there a curriculum voice to reclaim? <i>The Phi Delta Kappan</i>, 71(7), 526-530. http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/20404202</p> <p>Alberta Education Programs of Study https://www.alberta.ca/programs-of-study.aspx</p> <p>Viewing: Week 4 Lecture Available on D2L under Content – Week 4</p> <p>Zoom Discussion Sessions: The Discussion Groups this week will consider curriculum and whose knowledge is privileged. You will also have the opportunity to discuss your LT2 in small groups and groups for LT3 will be created. Please consider viewing the examples of conference posters that have been posted in D2L under Examples of Conference Posters.</p>	<p>Sept. 28, 2021: All Discussion Groups – 1:00-2:20 (Zoom)</p> <p>*Discussion Groups A & C will be combined</p> <p>Sept. 30, 2021: No class</p>
<p>Week 5 Oct. 4-10</p>	<p>Topic: Formation of Research Questions</p> <p>This week will be dedicated to LT3 and the organization of the work that the research groups will do together. This week students will attend their Zoom Discussion Groups to more fully explore the creation of research questions and academic conference posters. Students will then meet in their LT3 groups to plan and collaborate.</p>	<p>Oct. 5, 2021: Discussion Groups A & B – 1:00-2:20 (Zoom)</p> <p>Oct. 7, 2021: Discussion Groups C, D & E – 1:00-2:20 (Zoom)</p> <p>LT2 Due October 5, 2021 at 11:59 in Dropbox</p>
<p>Week 6 Oct. 11-17</p>	<p>Topic Questions: What is the role of controversial issues in the classroom?</p> <p>Reading: Chapter 6: <i>Should teachers teach about controversial subjects?</i></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>Viewing: Week 6 Lecture Available on D2L under Content – Week 6</p>	<p>Oct. 12, 2021: Discussion Groups A & B – 1:00-2:20 (Zoom)</p> <p>Oct. 14, 2021: Discussion Groups C, D & E – 1:00-2:20 (Zoom)</p>

	<p>Zoom Discussion Sessions: This week students will be able to both discuss the weekly topic and to ask for further clarification on LT3. If you have not already done so, please view the conference poster examples posted in D2L.</p>	
<p>Week 7 Oct. 18-24</p> <p>EDUC 201 Mini Conference</p>	<p>Topic Questions: Where should children learn? How should student learning be evaluated? To what extent should parents decide how their children are educated?</p> <p>This week four guest speakers will be invited, each to hold their own Zoom session on Tuesday, October 12, on one of the four following topics:</p> <ol style="list-style-type: none"> 1. Place-based Education 2. The Rural School 3. Assessment 4. The Role of Parents in Educational Decision-Making <p>Each session will have a maximum enrolment and students will sign up for their desired session on D2L.</p> <p><i>The reading associated with the topic you are attending will be considered mandatory while the reading for the other topics will be considered highly recommended.</i></p> <p>Reading (Place-based Education): Chapter 7: <i>Place- based education and the rural school ethic</i></p> <p>Reading (The Rural School): Chapter 7: <i>Place- based education and the rural school ethic</i></p> <p>Reading (Assessment): Taras, M. (2005). Assessment – summative and formative – some theoretical foundations. <i>British Journal of Educational Studies</i>, 53(4), 466-478. http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1111/j.1467-8527.2005.00307.x</p> <p>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&site=ehost-live</p> <p>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</p> <p>Reading (The Role of Parents): Chapter 10: <i>Should parents decide how children are educated?</i></p> <p>Zoom Discussion Groups: This week the Zoom Discussion Groups will take place on the Thursday only and will be fully dedicated to the sharing of ideas learned during the mini conference on Tuesday.</p>	<p>Oct. 19, 2021: Various guest lectures running from 1:00-2:20. Students will choose one to attend, much like an academic conference. Zoom links available on D2L.</p> <p>Oct. 21, 2021: All Discussion Groups will meet to share what they learned in their guest lecture. A– Sele B – Campbell C - Burns D – Taylor E - Carson</p>
<p>Week 8 Oct. 25-31</p>	<p>Topic Questions: Should school choice be fostered in public education?</p> <p>Reading: Chapter 8: <i>Should school choice be fostered in public education?</i></p> <p>Viewing: Week 8 Lecture Available on D2L under Content – Week 8</p> <p>Alberta Public Charter Schools in 4 Minutes: https://www.youtube.com/watch?v=GQjkcJ2CuZs</p>	<p>Oct. 26, 2021: Discussion Groups A & B – 1:00-2:20 (Zoom)</p> <p>Oct. 28, 2021: Discussion Groups C, D & E – 1:00-2:20 (Zoom)</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>Zoom Discussion Sessions: This week students will discuss the challenges and opportunities presented by school choice and the ways in which the three primary forms of education in Alberta (public, private, and charter) are both understood and misunderstood. Additionally, students will have time to further clarify LT3 and an initial discussion of LT4 will take place.</p>	
<p>Week 9 Nov. 1-7</p>	<p>Topic Questions: What does anti-oppressive education look like?</p> <p><i>This week there will be a recorded guest lecture on the topic. Please ensure you have watched it prior to attending your discussion session.</i></p> <p>Reading: Chapter 9: <i>Should cultural restoration be an aim of education? (Justice, reconciliation, and Indigenizing education)</i></p> <p>Truth and Reconciliation in YOUR Classroom. https://www.edcan.ca/articles/truth-reconciliation-classroom/</p> <p>Pratt, Y. P., Louie, D. W., Hanson, A. J., & Ottmann, J. (2018). Indigenous education and decolonization. <i>Oxford Research Encyclopedia of Education</i>. 32 pages. doi:10.1093/acrefore/9780190264093.013.240 (Posted in D2L)</p> <p>Viewing: Week 9 Lecture Available on D2L under Content – Week 9</p> <p>Senator Murray Sinclair on Truth and Reconciliation. https://www.youtube.com/watch?v=wjx2zDvyzsU</p> <p>Zoom Discussion Sessions: The Discussion Groups this week will focus on the role of education in anti-oppressive teaching and learning. Additionally, students should watch the following video on writing a research paper prior to coming to their Discussion Group as students will also be introduced to LT4.</p> <p>To support you in the writing of your final paper, please watch the following video: https://www.youtube.com/watch?v=IOz-N1aIICw&t=12s</p>	<p>Nov. 2, 2021: Discussion Groups A & B – 1:00-2:20 (Zoom)</p> <p>Nov. 4, 2021: Discussion Groups C, D & E – 1:00-2:20 (Zoom)</p> <p>LT3 Due November 4, 2021 at 11:59 in Dropbox & on D2L Discussion Board</p>
<p>Nov. 8-14</p>	<p>Reading Break – No Classes</p>	
<p>Week 10 Nov. 15-21</p>	<p>Topic: EDUC 201 Poster Fair</p> <p>This week you will be provided with time to view and comment on the posters that are both in your own Discussion Group and your assigned Discussion Group Partnership. Please use the D2L Discussion Board to engage with the creators of at least 3 other posters and please respond to those who comment on your poster.</p> <p>Group A to respond to Group C Group D to respond to Group A</p> <p>Group B to respond to Group D Group E to respond to Group B</p> <p>Group C to respond to Group E</p>	<p>Poster Fair – No Zoom Discussion Sessions this week</p> <p>All responses to be done on the D2L Discussion Board:</p>

<p>Week 11 Nov. 22-28</p>	<p>Topic Questions: What is the role of teacher professional identity?</p> <p>Reading: Chapter 11 and 12: <i>To what extent do teachers have professional autonomy?</i></p> <p>Alberta Teachers' Association (2004). <i>Code of professional conduct</i>. Edmonton: Alberta Teachers' Association. http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf</p> <p>Viewing: Week 11 Lecture Available on D2L under Content – Week 11</p> <p>Zoom Discussion Sessions: Students will have the opportunity to consider what it means to be a <i>professional</i>. Is teaching a profession or is it better described as a vocation. What does this mean for teachers? Students should come to their Discussion Group with the topic for LT4 chosen as they will also have the opportunity to ask questions and further clarify LT4.</p>	<p>Nov. 23, 2021: Discussion Groups A & B – 1:00-2:20 (Zoom)</p> <p>Nov. 25, 2021: Discussion Groups C, D & E – 1:00-2:20 (Zoom)</p>
<p>Week 12 Nov. 29- Dec. 5</p>	<p>Topic Questions: What does it mean to self-identify as a professional educator?</p> <p>Reading: 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</p> <p>Alberta Education. (2018). Teaching quality standard. https://open.alberta.ca/dataset/4596e0e5-bcad-4e93-a1fb-dad8e2b800d6/resource/75e96af5-8fad-4807-b99a-f12e26d15d9f/download/edc-alberta-education-teaching-quality-standard-2018-01-17.pdf</p> <p>Dewey, J. (1897). My pedagogic creed. <i>The School Journal</i>, LIV(3), 77-80. http://playpen.meraka.csir.co.za/~acdc/education/Dr_Anvind_Gupa/Learners_Library_7_March_2007/Resources/books/readings/17.pdf Also available in LCR https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5607638&ppg=48</p> <p>Viewing: Week 12 Lecture Available on D2L under Content – Week 12</p> <p>Zoom Discussion Sessions: Students will continue to consider the question of professionalism, but this time from the lens of the Teaching Quality Standard. In what way does this document both support and challenge the role of teacher as professional? have the opportunity to consider what it means to be a <i>professional</i>. Time for questions on LT4 will also be provided.</p>	<p>Nov. 30, 2021: Discussion Groups A & B – 1:00-2:20 (Zoom)</p> <p>Dec. 2, 2021: Discussion Groups C, D & E – 1:00-2:20 (Zoom)</p>
<p>Week 13 Dec. 6-8</p>	<p>Topic: Concluding thoughts and summation</p> <p>Reading: Conclusion: <i>Teaching for the Canadian ethical environment</i></p>	<p>Dec. 7, 2021: Shortened Full Class Zoom Session with Dr. Burns (1:00-1:30) followed by optional Zoom time with TAs for final questions about LT4 (1:30-2:20)</p> <p>LT4 Due Dec. 7, 2021 at 11:59 in Dropbox</p>

LEARNING TASKS AND ASSESSMENT:

There are four required Learning Tasks for this course. **Learning tasks 2-4 should be submitted by 11:59pm** on the day they are due **in the D2L Dropbox**. 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.

LEARNING TASK 1: Engagement in Zoom Discussion Sessions - DUE: Ongoing (15%)

Due to structure of this course, full engagement in the Zoom Discussion Sessions is critical. The Zoom Discussion Sessions are designed to provide you an opportunity to engage in the kind of critical professional reflection expected by all education professionals. Additionally, this is the space in which theory and practice will be connected and debated. To that end, students will be evaluated in each Discussion Session on their engagement with the material and with one another. Students will receive a maximum of 3 marks per Discussion Session based on the following criteria and at the conclusion of the course this total will be converted into a grade /15.

Expectations of participation in Zoom Sessions:

- Be prepared to discuss the readings and lecture video content. Be prepared with questions to ask your TA regarding both the course content and the assignments.
- Engage professionally and respectfully with all members of the course- Instructor, Teaching Assistants, and Students.

Participation will be marked based on the following indicators:

- Responding to TA questions and check ins.
- Participating in breakout room discussions.
- Contributing to discussions- as a speaker and/or by using the chat function.
- Contributing to discussions as a listener.
- Following expectations for engagement determined and explained by TA.

*Note: If you will be unable to be evaluated in a particular Zoom Discussion Group due to illness, family emergency and/or religious observance, you must notify your TA **before** the Zoom Discussion Group so alternate assessment arrangements can be made. Like all learning tasks in this course, late assignments will not be accepted unless prior arrangements have been made and agreed upon.*

LEARNING TASK 2: A summary of a peer-reviewed journal article - DUE: October 5, 2021 (20%)

Each individual will find an appropriate peer-reviewed academic article related to a key educational debate that addresses one of the themes listed in the course schedule. The two-page summary shall include: 1) proper citation of the article; 2) a **two-page double-spaced** overview of the key points of the article; and 3) an attached digital copy of the article to which you are referring. Each student will be asked to **discuss the relevance of their topic, as well as orally communicate a summary of their article** with other members within the class.

Not including the cover page, the summary should be double spaced on two pages including the APA 7 reference. **Do not go beyond the 2 pages. Please provide a clean digital copy of the summary and the digital copy of the accompanying journal article (the article does not need to be a clean copy and may have notes or highlights on it).**

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Criteria	Excellent	Acceptable	Developing	Score
Peer reviewed article	The article that has been chosen is peer-reviewed (i.e., evaluated and critiqued by researchers and experts through a blind review process before the article is published).	You have chosen a peer-reviewed article, but failed to provide a hard 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.).	/5
Correct citation of article	The reference is properly cited in APA 7 th edition.	There is one mistake found in the APA 7 reference (e.g. missing comma, period, italics, etc.).	There are two or more mistakes in the APA 7 reference.	/5 *1 mark will be deducted per mistake.
Summary of the article	The summary identifies the key points of the article in a concise, and coherent manner.	The summary identifies some of the key points but may have missed 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 a reader's understanding of the topic. Coherent and focused writing contribute to the overall quality of the paper. Largely free of grammatical errors.	Organization is moderately appropriate and generally contributes to a reader's understanding of the topic. The summary is coherent and focused. The 2 page summary including reference is slightly long or too short. Grammatical errors are somewhat common, but do not detract from the overall argument.	Organization is confusing and fails to contribute to a reader's understanding of the topic. The paper lacks coherence and focus.	/10

LEARNING TASK 3: Small Group Poster Presentation – DUE: November 4, 2021 (30%)

In groups of 3-5 individuals chosen from within your Zoom Discussion Group, you are asked to **create an academic poster** related to one of the course topics. The poster is a stand-alone visual display comprised of a **graphic element, written text, and references to the literature cited**. A template is available on D2L and the teaching assistants will provide examples for reference.

In unusual circumstances a group may notify the instructor if one participant has not been contributing to the preparation of the poster presentation. Upon **written** notification, the instructor may use their discretion to remove that individual and either reassign them to another group or require them to complete the assignment individually. **Notification for request to remove an individual from the group must be received no later than October 15, 2021.**

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

	Excellent	Acceptable	Developing	Reworking Required	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 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. Proper APA 7 citations are made to the literature throughout.	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 and in mostly the proper format.	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. An attempt is made to cite content correctly using APA 7 format but there are ongoing minor errors.	Lacks essential information Misses 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
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.	/5
Visual design Graphics Creativity Neatness	Visually appealing, clean simple layout, text is easy to read, graphics enhance understanding of ideas Identifying information is included; great balance between text/images and	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.	Text is sometimes hard to read, sometimes graphics or special effects distract from understanding Identifying information is included; text/image-heavy in places;	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	/5

	negative (white) space; few to no formatting errors. Suitable for presentation at a professional conference.	Identifying information is included; text/images and negative space are generally well balanced; minor formatting errors.	noticeable formatting errors.	formatting errors throughout.	
D2L Discussion Board Engagement	Students demonstrate expertise; can clearly and coherently respond to/ask questions about the poster; are knowledgeable about research area; offer thoughtful insight and engages with audience.	Students generally demonstrate expertise; can respond to/ask questions about the poster, though responses may be vague or incomplete; may lack knowledge in research area; offers some insight to audience.	Students do not demonstrate expertise; can respond to/ask questions about the poster, though responses may be vague, incomplete, or incorrect; clearly lacks knowledge in research area; offers little insight to audience.	Students do not demonstrate expertise; unable to ask/answer questions about the poster; substantially lacking knowledge in research area; do not offer additional insight to audience.	/5

LEARNING TASK 4: Individual Position Paper – DUE: December 7, 2021 (35%)

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 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 including a minimum of 8-10 references and a reference list using APA (7th ed.)** You may use the headings provided in the rubric for organizational purposes.

Please submit your assignment in the D2L Dropbox in Microsoft Word format.

Your assignments should meet the following requirements:

- 1) 12-point Times New Roman or Arial font
- 2) Minimum of 8-10 references
- 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.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4

	Excellent	Acceptable	Developing	Score
Research	The paper is thoroughly researched, and the student uses the research effectively. The student uses the most current research available and draws upon literature in the field of education. There is a minimum of 8-10 high quality references.	The paper uses a modest amount of research that generally helps communicate the writer's ideas to the audience. Research used could be more current and/or focused more on educational research. There are between 5-8 references, or the 8-10 references provided are of lower quality.	The paper is inadequately researched and does little to assist the writer communicate effectively with the audience. Research is either not used or is not current or related to education. In general, the topic has not been researched adequately. There are less than 5 references.	/10
Content	<p>Essay has a clearly stated and arguable thesis. The topic selected is related to course content and is appropriately narrow.</p> <p>The essay presents thoughtful and persuasive reasoning in support of position(s) taken. The paper shows the writer's clear ability to use relevant theoretical approaches to understanding issues in education.</p>	<p>Thesis is arguable, but needs to be stated more clearly. The topic selected is related to course content, but it is a little too broad or narrow.</p> <p>Reasons are provided in support of positions, but they sometimes fail to provide strong support for the argument. The paper engages to some degree with the course themes, but could be expressed more clearly.</p>	<p>Thesis is neither clear nor arguable. The topic is too broad or too narrow to complete the assignment effectively.</p> <p>The essay either fails to take a clear position on an issue or fails to support the position with thoughtful and appropriate argumentation. The paper fails to engage adequately with the course themes. The paper needs improvement in terms of demonstrating the writer's ability to use relevant theoretical approaches to understanding issues in education.</p>	/10
Organization	Organization is appropriate and contributes to a reader's understanding of the subject. Coherent and focused writing contribute to the overall quality of the paper.	Organization is moderately appropriate and generally contributes to a reader's understanding of the subject. Most sections of the paper are coherent and focused. The paper is slightly long or too short.	Organization is confusing to the reader and fails to contribute to a reader's understanding of the subject. The paper lacks coherence and focus.	/10
Writing	Writing is clear, concise, appropriate, and largely free of grammatical errors.	Writing is somewhat clear, concise, and appropriate. Grammatical errors are somewhat common but do not detract from the overall argument.	Writing is unclear and is not concise or appropriate. Grammatical errors are common and detract from the overall argument.	/5
References	All references are listed using APA 7 at the end of the paper. The writer cites all research in a consistent and scholarly way.	All references are listed in one consistent style at the end of the paper. The writer cites most research in a consistent and scholarly way.	Most references are listed in one consistent style at the end of the paper. (Alternatively, the style used is not consistent or scholarly.) The writer does not cite all research.	/5

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**. Late submissions of assignments that have not been discussed with the instructor prior to the due date will not be accepted. 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 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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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 Kyle Corry, esa@ucalgary.ca.

Werklund SU Representative is Dwani Joshi, educrep@su.ucalgary.ca.