

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

Section	Instructor	Time	Location	Email
S01	Hyacinth Schaeffer, M.Sc.	9:30-10:45	Online	hmschaef@ucalgary.ca

Class Dates: Tuesdays and Thursdays; January 11, 2021 – April 15, 2021

Scheduled Zoom Sessions: January 12, February 9, March 23 and April 1. *Additional sessions may be added.*

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

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

**COURSE DESCRIPTION:**

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 [https://www.calgarybookstore.ca/buy\\_courselisting.asp](https://www.calgarybookstore.ca/buy_courselisting.asp) An e-book format is 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 Part A	Weekly Discussion Posts: Engaging in Professional Dialogue	Individual	15%	Ongoing through the course
Learning Task 1 Part B	Summary of a Peer-Reviewed Article	Individual	20%	Tuesday, February 9, 2021
Learning Task 2	Small Group Poster Presentation	Group	35%	Thursday, March 25, 2021
Learning Task 3	Position Paper	Individual	30%	Thursday, April 15, 2021

**WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings and Tasks	Due Dates
Week of Jan. 11	Introduction  EQ: What is the purpose of education?  EQ: Why should young people be educated?	<b>Introduction:</b> <i>What's the Point?!</i>  <b>Chapter 1:</b> <i>What are the values or aims of education?</i>  Dr. Ken Robinson on Changing Education Paradigms retrieved from <a href="https://www.ted.com/talks/ken_robinson_changing_education_paradigms">https://www.ted.com/talks/ken_robinson_changing_education_paradigms</a>  In-class workshop: Finding peer-reviewed articles for LT 1 Part B	<b>LT 1 Part A:</b> Group post: Social Contract <b>Due in Discussion Forum by 11:59 pm January 15</b>
Week of Jan. 18	EQ: How should we educate future citizens?	<b>Chapter 2:</b> <i>Can we educate for Canadian identity?</i>  Sears, A. (2004). In search of good citizens: Citizenship education and social studies in Canada. In A. Sears & I. Wright (Eds.), <i>Challenges &amp; prospects for Canadian social studies</i> (pp. 91-106). Vancouver: Pacific Education Press. Retrieved from <a href="http://www.learnalberta.ca/content/sspp/html/pdf/in_search_of_good_citizens.pdf">http://www.learnalberta.ca/content/sspp/html/pdf/in_search_of_good_citizens.pdf</a>  Government of Manitoba (n.d.). What does Canadian citizenship mean? Retrieved from <a href="https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr9/blms/9-1-3d.pdf">https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr9/blms/9-1-3d.pdf</a>  LT 1 Part B: Finding a peer-reviewed article: <a href="https://library.ucalgary.ca/c.php?g=715125&amp;p=5122411">https://library.ucalgary.ca/c.php?g=715125&amp;p=5122411</a>	<b>LT 1 Part A:</b>  Group member post due by January 22  Response to another post due by January 25
Week of Jan. 25	EQ: How should we teach?	<b>Chapter 3:</b> <i>What are our main conceptions of education? Where did they originate? How do they inform our current practices?</i>  Introduction to APA (7 <sup>th</sup> edition) <a href="https://library.ucalgary.ca/c.php?g=715125&amp;p=5122411">https://library.ucalgary.ca/c.php?g=715125&amp;p=5122411</a>  Please have an article identified before coming to class on Tuesday.	<b>LT 1 Part A:</b>  Group member post due by January 29  Response to another post due by February 1

		LT 1 Part B Tutorial: <a href="https://www.youtube.com/watch?v=AKV9hkYJ7-8">https://www.youtube.com/watch?v=AKV9hkYJ7-8</a>	
Week of Feb. 1	EQ: What should be taught in the curriculum?  EQ: <i>Whose</i> knowledge is of most worth?	<b>Chapter 5:</b> <i>What should be taught in the curriculum?</i>  Apple, M. (1990). Is there a curriculum voice to reclaim? <i>The Phi Delta Kappan</i> , 71(7), 526-530. Retrieved from <a href="http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/20404202">http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/20404202</a>  Alberta Education Programs of Study <a href="https://www.alberta.ca/programs-of-study.aspx">https://www.alberta.ca/programs-of-study.aspx</a>  LT 1 Part B article summary: small group discussions / feed-forward	<b>LT 1 Part A:</b>  Group member post due by February 5  Response to another post due by February 8
Week of Feb. 8	EQ: What is the role of controversial issues in the classroom?	<b>Chapter 6:</b> <i>Should teachers teach about controversial subjects?</i>  Hess, D. (2005). How do teachers' political views influence teaching about controversial issues? <i>Social Education</i> , 69, 47-48. Retrieved from <a href="http://go.galegroup.com/ps/i.do?id=GALE%7CA128604238&amp;v=2.1&amp;u=ucalgary&amp;it=r&amp;p=AONE&amp;sw=w&amp;asid=52d606158ed50be92438acdab8b4cb43">http://go.galegroup.com/ps/i.do?id=GALE%7CA128604238&amp;v=2.1&amp;u=ucalgary&amp;it=r&amp;p=AONE&amp;sw=w&amp;asid=52d606158ed50be92438acdab8b4cb43</a>	<b>LT 1 Part A:</b>  Group member post due by February 12  Response to another post due by February 15  <b>LT 1 Part B due:</b>  <b>Tuesday, Feb. 9</b>
Week of Feb. 15		<b>Term Break No Classes</b>	
Week of Feb. 22	EQ: Where should children learn?	<b>Chapter 7:</b> <i>Place-based education and the rural school ethic</i>  Guest Speaker on Place-Based, Experiential, and Inquiry-Based Learning  Introduction to LT 2 / Formation of research groups	<b>LT 1 Part A:</b>  Group member post due by February 26  Response to another post due by March 1
Week of March 1	EQ: How should student learning be evaluated?	Taras, M. (2005). Assessment – summative and formative – some theoretical foundations. <i>British Journal of Educational Studies</i> , 53(4), 466-478. Retrieved from <a href="http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1111/j.1467-8527.2005.00307.x">http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1111/j.1467-8527.2005.00307.x</a>	<b>LT 1 Part A:</b>  Group member post due by March 5  Response to another post due March 8

		<p>Leahy, S., Lyon, C. Thompson, S. &amp; Williams, D. (2005). Classroom assessment: Minute by minute, day by day. <i>Educational Leadership</i>, 63(3), 19-24. Retrieved from <a href="http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx">http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx</a></p> <p>Boud, D. (2015). Feedback: ensuring that it leads to enhanced learning. <i>The Clinical Teacher</i>, 12(1), 3-7. Retrieved from <a href="https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/tct.12345">https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/tct.12345</a></p>	
Week of March 8	EQ: To what extent should parents decide how their children are educated?	<p><b>Chapter 10:</b> <i>Should parents decide how children are educated?</i></p> <p>McLaughlin, T. (1984). Parental rights and the religious upbringing of children. <i>Journal of Philosophy of Education</i>, 17, 75-83. Retrieved from <a href="http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1467-9752.1984.tb00046.x/epdf">http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1467-9752.1984.tb00046.x/epdf</a></p> <p>Callan, E. (1985). McLaughlin on parental rights. <i>Journal of Philosophy of Education</i>, 19(1), 111-118. Retrieved from <a href="http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1467-9752.1985.tb00082.x/epdf">http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1467-9752.1985.tb00082.x/epdf</a></p>	<p><b>LT 1 Part A:</b></p> <p>Group member post due by March 12</p> <p>Response to another post due by March 15</p>
Week of March 15	EQ: What does anti-oppressive education look like?	<p><b>Chapter 9:</b> <i>Should cultural restoration be an aim of education? (Justice, reconciliation, and Indigenizing education)</i></p> <p>Senator Murray Sinclair on Truth and Reconciliation. Retrieved from <a href="https://www.youtube.com/watch?v=wjx2zDvyzsU">https://www.youtube.com/watch?v=wjx2zDvyzsU</a></p> <p>Truth and Reconciliation in YOUR Classroom. Retrieved from <a href="https://www.edcan.ca/articles/truth-reconciliation-classroom/">https://www.edcan.ca/articles/truth-reconciliation-classroom/</a></p>	<p><b>LT 1 Part A:</b></p> <p>Group member post due by March 19</p> <p>Response to another post due by March 22</p>
Week of March 22	EQ: Should school choice be fostered in public education?	<p><b>Chapter 8:</b> <i>Should school choice be fostered in public education?</i></p>	<p><b>LT 1 Part A:</b></p> <p>Group member post due by March 26</p>

		Alberta Public Charter Schools in 4 Minutes: <a href="https://www.youtube.com/watch?v=GQjkcJ2CuZs">https://www.youtube.com/watch?v=GQjkcJ2CuZs</a>	Response to another post due by March 29  <b>LT 2 due:</b>  <b>Thursday, Mar. 25</b>
Week of March 29	EQ: What is the role of teacher professional identity?	<p><b>Chapter 11 and 12:</b> <i>To what extent do teachers have professional autonomy?</i>  <b>Conclusion:</b> <i>Teaching for the Canadian ethical environment</i></p> <p>Barrett, D, Casey, E, Visser, R., &amp; 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.  <a href="http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0742051X12000662">http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0742051X12000662</a></p> <p>Alberta Teachers' Association (2004). <i>Code of professional conduct</i>. Edmonton: Alberta Teachers' Association. Retrieved from <a href="http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf">http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf</a></p>	<b>LT 1 Part A:</b>  Group member post due by April 2  Response to another post due by April 5
Week of April 5	EQ: What does it mean to self-identify as a professional educator?	<p>Chong, S., Low, E.L., &amp; Goh, K. (2011). Emerging professional teacher identity of pre-service teachers. <i>Australian Journal of Teacher Education</i>, 36(8), 50-64. Retrieved from <a href="http://files.eric.ed.gov/fulltext/EJ937005.pdf">http://files.eric.ed.gov/fulltext/EJ937005.pdf</a></p> <p>Alberta Education. (2018). Teaching quality standard. Retrieved from <a href="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">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</a></p> <p>Dewey, J. (1897). My pedagogic creed. <i>The School Journal</i>, LIV(3), 77-80. Retrieved from</p>	<b>LT 1 Part A:</b>  Individual post: Self-reflection  <b>Due by April 9</b>

		<a href="http://playpen.meraka.csir.co.za/~acdc/education/Dr_Anvind_Gupa/Learners_Library_7_March_2007/Resources/books/readings/17.pdf">http://playpen.meraka.csir.co.za/~acdc/education/Dr_Anvind_Gupa/Learners_Library_7_March_2007/Resources/books/readings/17.pdf</a>	
Week of April 12	Concluding thoughts and summation	Sharing Poster Projects (LT 2)  Final Talking Circle  Wrap Up and Farewell	<b>LT 3 due:</b>  <b>Thursday, April 15</b>  Submit as a Word document to D2L Dropbox

### 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.

#### 1A. LEARNING TASK 1 (Part A): Weekly Discussion Posts (15%) - DUE: Ongoing

An important part of this course is the opportunity to demonstrate deep levels of scholarly discussion among your peers and deepen your understanding of issues in education. To do this, you will be 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.

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 studio group's in-class discussion. You will decide within your group who will be responsible for which weeks. A sign-up sheet will be provided.
2. As a group, you will be asked to discuss and create a Social Contract that outlines members' responsibilities within the group.
3. Weekly Discussion Leaders are then asked to post a critical reflection of the week's discussion on D2L guided by **one** of the following questions:
  - *What was the most surprising or controversial idea or insight that arose for your group during your discussions?*
  - *If your group came to a consensus on an issue, what was the position and why?*
  - *If there was no consensus in your group around an issue, what were the most compelling argument(s) from the different perspectives?*
  - *What significance will this issue have for your group's future as professional educators?*
  - *What are the ways your group members have experienced this issue first-hand and how might this help us better understand the complexities of this issue?*

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

4. During your week as Discussion Leader, you are expected to make your posting **no later than Friday midnight of that week.**

Following your posting as discussion leader, you are also asked to review the post of one other group and write a short response with *further probing questions or comments*. This response posting is due in D2L by **the following Monday.**

5. Individuals will complete a **self-reflection** at the end of the course providing evidence of your consideration of the course content.

#### CRITERIA FOR ASSESSMENT OF LEARNING TASK 1 (PART A)

Grading	Descriptor	Post 1	Post 2	Post 3	Self - Reflection
5	Posts in discussions indicate 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 posts. Ideas are expressed clearly & concisely. Uses appropriate vocabulary. Is attentive to spelling and grammar.				
4	Posts in discussion indicate 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	Posts suggest 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.				



**1B. LEARNING TASK 1: Part B – Summary of Peer-Reviewed Article (20%) – DUE: February 9, 2021**

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 shall include:

- a) proper APA (7<sup>th</sup> edition) citation of the article;
- b) a **two-page double spaced summary** of the key points of the article; and
- c) an attached digital copy of the article to which you are referring.
- d) 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.

The summary should meet the following requirements:

- 1) A cover page that includes: Summary of <title of journal article>, Student Name, Date, Student ID
- 2) Word document in 12-point Times New Roman font
- 3) No more than two pages **double-spaced**
- 4) At least one inch right and left margins
- 5) APA (7<sup>th</sup> ed.) reference of the article at the conclusion of the summary.

Not including the cover page, the summary should be double spaced on two pages including the APA reference. **Do not go beyond 2 pages.**

**Please provide a digital copy of the accompanying journal article** (the article does not need to be a clean copy and may have notes or highlights)

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1 (PART B)**

Criteria	Master (A- to A+)	Practitioner (B to B+)	Apprentice (C to B-)	Novice (C- or lower)
<b>Peer Reviewed Article</b>  <b>2 Marks</b>	The article is peer reviewed and is ground-breaking or seminal in the field. <i>(i.e., evaluated and critiqued by researchers and experts through a blind review process before the article is published)</i>	The article that has been chosen is peer-reviewed.	Chose a peer-reviewed article but 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.).
<b>Correct Citation of article</b>  <b>3 Marks</b>	The reference is properly cited using APA 7 <sup>th</sup> edition (in-text and bibliographic).	There is one mistake found in APA referencing (e.g. missing comma, period, italics, etc.).	There are two mistakes found in APA referencing.	There are more than two mistakes in APA referencing.

<b>Summary of the article</b>  <b>10 Marks</b>	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.
<b>Organization and grammar</b>  <b>5 Marks</b>	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. Worthy of publication.	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.

## 2. LEARNING TASK 2: Small Group Poster Presentation (35%) – DUE: March 25, 2021

In groups of 3-5 individuals (I encourage you to choose group members different from your discussion groups), 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 instructor 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 reassign them to another group. **Notification for request to remove an individual from the group must be received no later than Thursday, March 11, 2021.**

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

	Master	Practitioner	Apprentice	Novice
<b>Explanation of debate or issue</b>  <b>Critical thinking</b>  <b>(10 marks)</b>	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	Misinterprets data, gives unjustified arguments  Research question is either missing, unrelated to course content, and/or incoherent.  Missing significant aspects of the key

			and difficult to understand.	points of the debate or is unclear.
<b>Connections to the research literature</b>  <b>Quality of information</b>  <b>(10 marks)</b>	<p>Covers topic thoroughly, includes details that support the topic</p> <p>Key concepts and/or theory are succinct and detailed. Implications of theory and research in relation to research question are well explained.</p> <p>Proper APA citations are made to the literature throughout.</p>	<p>Includes essential information, includes some supporting details</p> <p>Describes the chosen theory but less succinct or sophisticated in understanding. Ties to the research question are well explained.</p> <p>APA citations are made throughout and in mostly the proper format.</p>	<p>Includes most essential information, details are somewhat sketchy</p> <p>Describes the chosen theory but misses some salient aspects or is overly wordy. Ties to the research question lack clarity.</p> <p>An attempt is made to cite content correctly using APA format but there are ongoing minor errors.</p>	<p>Lacks essential information</p> <p>Misses significant aspects of the theory; misunderstands the theory or is unclear. Cited literature is not connected to research question.</p> <p>APA citations are missing or done largely incorrectly.</p>
<b>Organization</b>  <b>(5 marks)</b>	<p>Well organized and coherent, topics are in logical sequence, includes clear introduction and conclusions</p> <p>Varied sentence structure; scholarly style; easy to read; few to no errors in information</p>	<p>Organized, some topics are out of logical order, conclusions are generally clear</p> <p>Varied sentence structure; scholarly style; but with a few awkward passages; minor errors.</p>	<p>Some organization, topics jump around, conclusions are unclear</p> <p>Some variety of sentence structure; informal tone; a few awkward passages; noticeable errors.</p>	<p>Not organized, topics make no sense</p> <p>Limited variety of sentences; informal style; awkward wording; many errors significantly detract from clarity of what is being communicated.</p>
<b>Visual design</b>  <b>Graphics</b> <b>Creativity</b> <b>Neatness</b>  <b>(5 marks)</b>	<p>Visually appealing, clean simple layout, text is easy to read, graphics enhance understanding of ideas</p> <p>Identifying information is included; great balance between text/images and negative (white) space; few to no formatting errors.</p> <p>Suitable for presentation at a</p>	<p>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.</p> <p>Identifying information is included; text/images and negative space are generally well balanced; minor formatting errors.</p>	<p>Text is sometimes hard to read, sometimes graphics or special effects distract from understanding</p> <p>Identifying information is included; text/image-heavy in places; noticeable formatting errors.</p>	<p>Text is very difficult to read, layout is cluttered and confusing; few of the graphics support the content.</p> <p>No identifying information included; either text-heavy or sparse content; major formatting errors throughout.</p>

	professional conference.			
<b>Response to Audience Comments (5 marks)</b>	Students demonstrate expertise; can clearly and coherently respond to questions about the poster; are knowledgeable about research area; offer thoughtful insight and engages with audience.	Students generally demonstrate expertise; can respond to 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 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 answer questions about the poster; substantially lacking knowledge in research area; do not offer additional insight to audience.

### 3. LEARNING TASK 3: Individual Position Paper (30%) – DUE: April 15, 2021

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 reference list using APA (7<sup>th</sup> ed.)** You may use the headings provided in the rubric for organizational purposes.

Please submit your assignment in D2L in Microsoft Word format.

Your assignments should meet the following requirements:

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

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 3**

	<b>Master (5 marks)</b>	<b>Practitioner (3 marks)</b>	<b>Novice (1 mark)</b>
<b>Why should children be educated?</b>	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 of vague summary of key course discussions.
<b>How should children be educated?</b>	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.
<b>What should children learn?</b>	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.
<b>Where should children learn?</b>	Connects learning environments with teaching approaches, provides examples, and cites evidence to support beliefs.	Describes learning environments but fails to connect with teaching strategies and does not provide Connects learning environments with teaching approaches, provides examples, and cites evidence to support beliefs. evidence to support beliefs.	Little or vague description of learning environments.
<b>Who should control education?</b>	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 but does not support it with readings, discussions, or presentations.	Little or vague description of the readings and discussion of Indigenizing Education, parental requests and connections to curricular obligations.
<b>Writing Style, Mechanics and Presentation</b>	Organization is appropriate and contributes to the 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.	Organization is appropriate and generally contributes to the reader's understanding of the topic. Grammatical errors do not 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.

## THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

### EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students 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/](http://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 Jonah Secreti, jonah.secreti@ucalgary.ca, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Naomi Shaw, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).