

EDUC 420: Issues in Learning and Teaching
Fall 2020

Section	Instructor	Zoom synchronous sessions	Email
L02	Kim Koh	Mon., Sept. 14 – 4:30-6 Wed., Sept. 23 – 4:30-6 Th., Oct. 8 – 4:30-6 Tu., Nov. 17 – 4:30-6	khkoh@ucalgary.ca
L03	Paulino Preciado Babb	Mon., Sept. 14 – 6-7:30 Wed., Sept. 23 – 6-7:30 Fri., Oct. 8 – 6-7:30 Tu., Nov. 17 – 6-7:30	apprecia@ucalgary.ca
L04	Erin Spring	Mon., Sept. 14 – 4:30-6 Wed., Sept. 23 – 4:30-6 Th., Oct. 8 – 4:30-6 Tu., Nov. 17 – 4:30-6	erin.spring@ucalgary.ca

Class Dates: Tuesday, September 8 – Wednesday, December 9, 2020

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

COURSE DESCRIPTION:

This course offers an introduction to varied interpretations of “learning” and “teaching” as they are taken up in contemporary educational research and current schooling practices. The course is organized around four defining moments in the evolution of modern schooling, starting with *Standardized Education*. This moment was triggered by rapid industrialization, urbanization, European expansionism, and other cultural upheavals in 17th- and 18th-century Europe. Standardized education drew much of its inspiration from industry, reflected in uniform curricula, measurable learning outcomes, and an approach to teaching that modeled after production-line work in a factory.

The second moment of *Authentic Education* unfolded mainly over the last century as researchers began to untangle the complexity of human cognition and educators realized the inadequacies of common sense beliefs about learning. Teaching came to be less focused on uniformity of outcomes and more attentive to individual sense making. The third moment, *Democratic Citizenship Education*, was fueled in large part by civil rights movements of the 1960s, which bolstered the realization that schools often contribute to (or at least help to perpetuate) a range of inequities and injustices. Teaching came to be seen in terms of an ethical endeavor contributing to social justice. Finally, *Systemic Sustainability Education*, the fourth moment, is just unfolding now as schools and other cultural institutions find themselves out of step with the transition from a mechanization-focused, industrialized society to an ecologically minded, information-based society. Learning is being re-recognized (i.e., literally, rethought) as one of the most complex processes ever studied. And, correspondingly, teaching is coming to be seen in terms of helping to develop awareness of self, others, humanity, and the more-than-human world.

Across these four moments, particular attention will be paid to the vocabularies of learning and teaching that arose as researchers and educators grappled with emergent needs and sensibilities – oriented by the recognition

that the terms used to refer to aspects of education are both *descriptions* and *prescriptions*. It thus makes sense to try to figure out what an educator in the 1600s might have had in mind when choosing to characterize the work of teaching in terms of edifying, impregnating, or instructing. Something specific was being flagged, some deep beliefs about learning and knowledge were being asserted, and a particular set of actions was being recommended.

On that point, although this is not a “how to” course, its main intention is practical, not theoretical. As will be emphasized, there are many, many perspectives, movements, practices, and intentions at play in modern schooling, and the course aims to offer strategies to help you distinguish among and draw on these sorts of elements.

Key Understandings:

- Formal schooling is a complex endeavor that carries its entire history – which means that practices and intentions are often tacit and not always entirely coherent.
- The notion of overlapping moments/sensibilities can serve as a useful lens for contemporary issues and debates around the project of modern schooling.
- Implicit and explicit perspectives on knowledge/knowing and learning give rise to many and varied conceptions of teaching.
- Varied vocabularies of teaching are not innocent; descriptions carry prescriptions.
- Most of what you know operates on the tacit, embodied level, and so transformative teaching practice involves difficult, critical, and ongoing analysis of what has come to be taken for granted.

LEARNER OUTCOMES:

- Through this course, it is expected that participants will develop and/or engage with:
- A knowledge of the historical influences and pragmatic implications of four key moments in the emergence of modern schooling;
- Application of that knowledge to interpret contemporary issues in formal education;
- Extension of that knowledge to issues not directly addressed in course materials;
- Articulation of a perspective on teaching that is personally compelling, informed by understandings of schooling’s history, and fitted to current circumstances.

COURSE DESIGN AND DELIVERY:

The course will be offered online in both synchronous and asynchronous formats. All synchronous sessions will be held using Zoom while all asynchronous learning will take place over D2L. The course is designed around four main moments in education to be examined and presented by the students. See the Course Schedule for details on topics and activities

REQUIRED RESOURCES:

Davis, B., Sumara, D., & Luce-Kapler, R. (2015). *Engaging Minds: Cultures of Education and Practices of Teaching*, 3rd edition. New York: Routledge.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=2038974>

The text will be supplemented with highly recommended viewings of several TED Talks, available online. Additional online readings may also be required, depending on emergent discussions.

LEARNING TASKS OVERVIEW

Learning Task	Description of Learning Task	Group / Individual	Weight	Due Date
1. Moment Presentation/Facilitation	Digital group presentation on one of Moments 2-4 to be posted and facilitated on D2L.	Group	25%	Sept 28, 2020

Date	Topic	Readings and Tasks	Due Dates
Week 2 Sep. 15 – 21	Moment 1 – Standardized Education and	<p>Tasks to be completed this week:</p> <ol style="list-style-type: none"> 1. Review presentation for Moment 1. 2. Read Moment 2, 3 <i>or</i> 4 as assigned 3. Work on Learning Task 1 <p>Reading Focus for Moment 2: to be completed by those presenting on Moment 2</p> <ol style="list-style-type: none"> 1. The Emergence of Authentic Education – Scientific (re)evolution and the rise of authenticity in education 2. Knowledge and Learning in Authentic Education – From “knowledge” to “knowing” and learning as coherence-making 3. Teaching and Authentic Education – Less teaching = more teaching and the inquiry method <p>Viewing for Moment 2: for use by those presenting on Moment 2</p> <ol style="list-style-type: none"> 1. Ken Robinson - Do Schools Kill Creativity? Available at http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en 2. Beau Lotto - Optical Illusions Show How We See available at http://www.ted.com/talks/beau_lotto_optical_illusions_show_how_we_see?language=en 3. Temple Grandin - The World Needs All Kinds of Minds available at http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds?language=en <p>Reading Focus for Moment 3: to be completed by those presenting on Moment 3</p> <ol style="list-style-type: none"> 1. The Emergence of Democratic Citizenship Education – Partial₁: necessarily incomplete and Partial₂: necessarily biased 2. Knowledge and Learning in Democratic Citizenship Education – Knowing and social constructions and distributed and situated knowing 3. Teaching and Democratic Citizenship Education – Participatory pedagogy and critical pedagogy <p>Viewing for Moment 3: for use by those presenting on Moment 3</p> <ol style="list-style-type: none"> 1. Thomas Thwaites - How I Built a Toaster from Scratch available at https://www.youtube.com/watch?v=5ODzO7Lz_pw 2. Aimee Mullins - The Opportunity of Adversity available at http://www.ted.com/talks/aimee_mullins_the_opportunity_of_adversity?language=en 	Sep 21

Date	Topic	Readings and Tasks	Due Dates
		<p>3. Sugata Mitra - The Child-Driven Education available at http://www.ted.com/talks/sugata_mitra_the_child_driven_education?language=en</p> <p>Reading Focus for Moment 4: to be completed by those presenting on Moment 4</p> <ol style="list-style-type: none"> 1. The Emergence of Systemic Sustainability Education – Complexity theory/science/thinking and re(dis)covery of more-than-human 2. Knowledge and Learning in Systemic Sustainability Education – Necessary transdisciplinarity and learning as consciousness 3. Teaching and Systemic Sustainability Education – Teaching as occasioning and education as infinite game <p>Viewing for Moment 4: for use by those presenting on Moment 4</p> <ol style="list-style-type: none"> 1. Eric Berlow - How Complexity Leads to Simplicity available at https://www.ted.com/talks/eric_berlow_how_complexity_leads_to_simplicity 2. Ray Kurzweil – Get Ready for Hybrid Thinking available at https://www.ted.com/talks/ray_kurzweil_get_ready_for_hybrid_thinking?language=en 3. Janine Benyus Shares Nature’s Designs available at https://www.ted.com/talks/janine_benyus_shares_nature_s_designs <p>Discussion Board: Post your thoughts on Standardized Education in your community on the Discussion Board under Moment 1 - Standardized Education. Be sure to follow the instructions posted on the Discussion Board.</p>	<p>Sep. 21</p>
<p>Week 3 Sep 22 – 28</p>	<p>Moments in Education</p>	<p>Zoom Session #2 - Contrast the different moments and discuss implications for teaching. This should inform Learning Task 1</p> <p>Tasks to be completed this week:</p> <ol style="list-style-type: none"> 1. Work on Learning Task 1 – Presentation on Moment 2, 3 <i>or</i> 4 as assigned (Due in Dropbox on Sept 28, 2020 by 11:30pm MST) <p>Discussion Board: No Discussion Board items due this week.</p>	<p>Sep. 23</p>

LEARNING TASKS AND ASSESSMENT:

Final course grades will be a summed total of grades received on in each of the categories noted above. Preliminary detail on each of the tasks is provided below. More specific detail will be presented in synchronous sessions on Zoom.

There are four required Learning Tasks for this course.

1. LEARNING TASK 1: Moment Presentation / Facilitation – DUE: Sept. 28

For this learning task students will be asked to summarize and contextualize the information contained in the text on either Moment 2, 3 or 4. The groups will be created by the instructor in advance of the first Zoom session and will be responsible for a Power Point presentation outlining the content provided in the text. To this end, groups are asked to attend to the following in their presentations:

- Provide a concise, point form summary of the major concepts in the chapter in a Power Point or Prezi presentation of between nine (9) and twelve (12) slides. Students are encouraged to reference the Reading Focus points listed in Week 2 of the Course Schedule to assist in concisely summarizing the information. Students are also encouraged to include visuals and to other means of presenting information as well as text.
- Describe the movement in contrast to the other movements and discuss implications for education, including issues in teaching and learning, with illustrating examples.
- Provide a contextual link to current thought using the Ted Talks provided in the Viewing Focus points listed under Week 2 in the Course Schedule. Consider how these videos speak to the educational sensibilities of the moment with which they are associated. This should be done in one (1) to three (3) slides.
- Consider evidence from your own education or from the community in which you live. Reflect on the ways in which you have or have not been subject to the educational ideals espoused by the moment you are presenting. This should be done in one (1) to two (2) slides.
- Present three (3) to five (5) questions for your peers to consider as they respond to your presentation.
- Correctly cite any works used, including the text, and any images you may use using APA.
- Over the course of the week each member of the group will facilitate the discussion by responding to the posts left by peers and by drawing conclusions and posing further questions based on those posts.

Submission – Please submit your presentation to the Drop Box entitled Moment Presentation / Facilitation by 11:30pm MST on Monday, September 28, 2020. Please ensure the names of all group members appear on the first slide. The instructor will upload all presentations at the correct time as per the Course Schedule.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Grading Rubric for the Moment Presentation/Facilitation Task			
Attribute	Content (5pts) Quality of understanding demonstrated	Pedagogical Considerations (5pts) Attentive to peers	Presentation (5pts) Quality of composition
Criteria Score	The presentation evidences clarity of understanding and insight in terms of core course issues and concepts.	The presentation is “designed to teach.” It moves beyond simple reporting to engage and challenge its audience.	Concise, clear, clean wording. References are correctly cited. Task parameters are adhered to.
15	Criteria exceptionally met: Work is extraordinary. Challenging and significant ideas and/or interpretations are developed with insight, depth and originality. The work displays sophisticated cogent understandings/analyses. Facilitation is shared equally and promotes deep thought and reflection. It stands as superior and exemplary.		

12	Criteria met. These are good efforts demonstrating competent, clear, cogent understandings/analyses. The interpretations reflect the intentions of the assignment and are focused. The material is clearly and cleanly written. Facilitation is equally shared. References are correctly cited.
9	Criteria somewhat met. The work is short of fully satisfying the particular criterion. However deficiencies are minimal and do not significantly compromise the overall quality of the work. Facilitation is not equally shared or may be inconsistent. Minor errors that do not affect understanding may be present.
6	Limited. These are problematic efforts, demonstrating fragmented understandings or weak analyses. The interpretations may not reflect the intentions of the assignment and/or may not be clearly focused and/or written. Facilitation is not equally shared and is inconsistent. References might not always be well used or cited.
3	Acknowledgement of submission. These are very poor efforts that do not demonstrate understanding or analysis. The submission may not reflect the intentions of the assignment, and/or may be unfocused, and/or may be poorly written, and/or incorrectly cited. Facilitation is inconsistent and hinders the growth of the conversation.

Note: All group members will get the same grade unless evidence suggests this is inappropriate. See note above.

2. LEARNING TASK 2: Four Moments in Context Visual – DUE: Nov. 16

This assignment is intended to give you an opportunity to connect your community and your own experiences to the four moments. The task will be undertaken individually and involves (1) choosing an object or image that stands as a metaphor for education in your community and (2) presenting this object or image with references to the four moments through a visual *that is useful and informative to your peers*. To be clear, while it is vital that your visual is informative, it is no less important that you carefully consider the pedagogy. This task is about contributing to group knowledge and application of the four moments, not simply reporting – and that means that you need to be attentive to such design matters as formatting of information, selection of metaphors and images, and strategies for engagement.

There are five principal constraints on this task:

- It must be focused on an image or object that will stand as a metaphor for education in your community.
- A maximum of 400 words is permitted on the visual (not including references).
- The visual must be compared and contrasted to all four moments, demonstrating how this object or image has survived the test of time in your community.
- It must be in a format that can be posted to D2L and it must be stand-alone, meaning it is not a multiple page presentation, but a one-page document dominated by the visual.
- It must attend to context. Be clear about why this image or object is significant to education in your community specifically and to your community more generally.
- Be cognizant of visual appeal and clarity.
- Include your reference list separately as part of your initial post on D2L.

While this is not a poster, per se, there is a great deal of material available online on how to construct a good academic/conference poster and much of the advice given here can be of assistance to you. It is strongly recommended that you consult some of it. As well, if you're looking for good examples, try an image search of "conference poster" and related terms.

Submission – Please submit your visual to the Drop Box entitled Four Moments in Context Visual by 11:30pm MST on Monday, November 16, 2020. Post your Four Moments in Context Visual to the Four Moments in Context Visual Discussion Board by Tuesday, November 17, 2020 at 11:30pm MST.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Grading Rubric for the Four Moments in Context Visual			
Attribute	Content (5pts) Quality of understanding demonstrated	Pedagogical Considerations (5pts) Attentive to peers	Presentation (5pts) Quality of composition

Criteria Score	The visual evidences clarity of understanding and insight in terms of core course issues and concepts.	The visual is “designed to teach.” It moves beyond simple reporting to engage and challenge its audience.	Concise, clear, clean wording. References (if used) are correctly cited.
15	Criteria exceptionally met: Work is extraordinary. Challenging and significant ideas and/or interpretations are developed with insight, depth and originality. The work displays sophisticated cogent understandings/analyses. The visual is connected through a sophisticated metaphor to all four moments. It stands as superior and exemplary.		
12	Criteria met. These are good efforts demonstrating competent, clear, cogent understandings/analyses. The interpretations reflect the intentions of the assignment and are focused. The visual is connected clearly to all four moments. The material is clearly and cleanly written. References (if used) are correctly cited.		
9	Criteria somewhat met. The work is short of fully satisfying the particular criterion. However deficiencies are minimal and do not significantly compromise the overall quality of the work. The visual is connected to all four moments although clarity may be an issue. Minimal errors in references may be present.		
6	Limited. These are problematic efforts, demonstrating fragmented understandings or weak analyses. The interpretations may not reflect the intentions of the assignment and/or may not be clearly focused and/or written. References might not always be well used or cited. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your video/presentation. In such instances, a maximum grade of 11/15 can be earned.		
3	Acknowledgement of submission. These are very poor efforts that do not demonstrate understanding or analysis. The submission may not reflect the intentions of the assignment, and/or may be unfocused, and/or may be poorly written, and/or incorrectly cited. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your visual. In such instances, a maximum grade of 11/15 can be earned.		

3. LEARNING TASK 2: Four Moments in Context Visual – DUE: Nov. 30

As developed in Moment 4, the explosion possibilities in the Digital Revolution is likely to have as significant an impact on formal education as the Industrial Revolution. The intentions of this task are (1) to invite you to compare some of the entailments and affordances of emergent technologies to the entailments and affordances of print-based technologies, and (2) to further develop the inquiry begun with the previous assignment.

This assignment involves “digital storytelling” – a medium wherein the teller has significant control over viewer attention through, for example, the pacing of information, zooming in and out, and provocative-but-conceptually-appropriate images. Effective products require the composer to engage in a recursive process of planning and revision. Because this is a media-rich space, there will also be a requirement for the ethical and permissible use of images, music, and narrative. In the University’s eyes, similar policies to print plagiarism apply to digital plagiarism. You will have two choices in how this assignment is completed, based on your comfort level with and the availability of technology.

Option A: 2-Minute Video

You will develop an up-to-2-minute explanatory video to complement your Four Moments in Context Visual (which you may revise if you wish, but that’s not required and will not be graded). In terms of specific advice, it is recommended that you:

- Create a script or a storyboard around the visual metaphor you chose in Task #2. Choose one moment upon which you will elaborate and delve deeply into the way your visual stands as both a metaphor for education in your community and that particular moment.
- Find or take powerful video images in the form of a movie to explore more deeply your metaphor.
- Collect the video images and import them into a digital video software application such as Mac iMovie or Windows Movie Maker.
- Add effects and transitions.

- Record voice narration and, if desired, add music soundtrack and/or sound effects.
- Revise and edit.
- Please try to ensure your video is not more than 100MB in size.

Option B: Digital Storytelling with Photos

You will develop an up-to-2-minute explanatory Power Point Presentation with narration to complement your Four Moments in Context Visual (which you may revise if you wish, but that's not required and will not be graded). In terms of specific advice, it is recommended that you:

- Create a script or a storyboard around the visual metaphor you chose in Task #2. Choose one moment upon which you will elaborate and delve deeply into the way your visual stands as both a metaphor for education in your community and that particular moment.
- Find or take powerful photo images in the form of a story to explore more deeply your metaphor.
- Collect the photo images and import them into Power Point or Prezi.
- Add effects and transitions.
- Record voice narration and, if desired, add music soundtrack and/or sound effects.
- Revise and edit.
- Please try to ensure your video is not more than 100MB in size.

Once again, in both cases, a principal aim is to be pedagogical; you are being asked to both tell a story and to also connect your visual metaphor in a deep and meaningful way to one moment in particular, thereby sharing with your peers something, not only of the course content, but of the role of your community in how you view that content.

Submission - Please submit your presentation to the Drop Box entitled Community Story Project by 11:30pm MST on Monday, November 30, 2020. Post your Community Story Project to the Discussion Board under Community Story Projects by Tuesday, December 1, 2020 at 11:30pm MST.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Grading Rubric for the Community Story Project			
Attribute	Content (5pts) Quality of understanding demonstrated	Pedagogical Considerations (5pts) Attentive to peers	Presentation (5pts) Quality of composition
Criteria Score	The video/presentation evidences clarity of understanding of core course issues and concepts and extends that content in appropriate ways.	The video/presentation is “designed to teach.” It moves beyond simple reporting of information to engage and challenge its audience.	Concise, clear, clean wording; clear, appropriately articulate voicing; high quality video/images.
15	Criteria exceptionally met: Work is extraordinary. Challenging and significant ideas and/or interpretations are developed with insight, depth and originality. The work displays sophisticated cogent understandings/analyses. There is a significant extension of the metaphor with regard to one moment in particular and the context of the community is paramount. The story is engaging and sophisticated. It stands as superior and exemplary.		
12	Criteria met. These are good efforts demonstrating competent, clear, cogent understandings/analyses. The interpretations reflect the intentions of the assignment and are focused. There is a clear extension of the		

	metaphor with regard to one moment in particular and the context of the community is presented. The story is engaging and easy to follow. The material is clearly and cleanly written. References (if used) are correctly cited.
9	Criteria somewhat met. The work is short of fully satisfying the particular criterion. However deficiencies are minimal and do not significantly compromise the overall quality of the work. The metaphor is presented with regard to one moment in particular and the context of the community is noted although not fully developed. The story is easy to follow however may lack depth. Minimal errors in references may be present.
6	Limited. These are problematic efforts, demonstrating fragmented understandings or weak analyses. The interpretations may not reflect the intentions of the assignment and/or may not be clearly focused and/or written. The metaphor is presented but its connection to one moment is not clear. The context of the community is generally absent. The story may lack depth or clarity. References might not always be well used or cited. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your video/presentation. In such instances, a maximum grade of 11/15 can be earned.
3	Acknowledgement of submission. These are very poor efforts that do not demonstrate understanding or analysis. The submission may not reflect the intentions of the assignment, and/or may be unfocused, and/or may be poorly written, and/or incorrectly cited. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your video/presentation. In such instances, a maximum grade of 11/15 can be earned.

4. LEARNING TASK 2: Four Moments in Context Visual – DUE: Ongoing

Your participation on the Discussion Board in D2L serves as a replacement for the conversation that one would have in a face-to-face class and should, therefore, be considered extremely important. It is not only important for each of you to contribute for your own benefit but also for the benefit of your peers as they attempt to grow as scholars of education through your feedback. All discussion board posts, be they questions posed by the instructor, questions posed by your peers or feedback on the work of others, will be accounted for in this learning task. Please note that all discussion board posts are noted on the Course Schedule and details of posting requirements can be found on the discussion board itself. At all times, students should endeavor to make their posts thought-provoking, constructively critical, respectful and timely.

Submission – Students will post on the D2L Discussion Board as per the requirements of each week as noted in the Course Schedule.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4

Grading Rubric for Participation on D2L			
Attribute	Content (5pts)	Pedagogical Considerations (5pts)	Attention (5pts)
Criteria Score	Does the post go beyond what is explicitly presented in course materials? Is the conversation relevant? Are there evident knowledge gaps?	In your constructive comments, do you go beyond simple reporting and provide critical, thought-provoking feedback? Do you have suggestions for improvement? Do you have questions to further the work/conversation?	Are the posts timely, occurring within the week they are expected? Do they attract attention and/or invite engagement? Are your contributions presented clearly and cleanly? Are you respectful of alternate opinions? Do you accept constructive feedback well and generously?
15	Criteria exceptionally met: Participation on D2L is appropriate, useful, and offers a level of critical insight that might enable others to significantly improve their work. Work is consistently timely and relevant and fulfills all requirements.		

12	Criteria met. Participation on D2 is appropriate and useful. Work is generally timely and relevant and fulfills all requirements.
9	Criteria somewhat met. The feedback is fitted to the criteria noted. Posts sometimes occur too late to be of relevance although they attend to the requirements when completed.
6	Limited. The commentary is not likely to contribute to your peers' work. Posts are often too late to be of relevance and may be missing critical requirements.
3	Acknowledgement of submission. These are very poor efforts that do not demonstrate understanding or analysis. Posts are late, incomplete and may be missing altogether.

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

All group members will receive the same grade unless evidence exists to suggest otherwise. If there is sufficient evidence to suggest that an individual has not made substantive contributions to a group assignment, the individual may be required to submit an alternative assignment that is negotiated with the particular instructor OR the individual may receive a mark of '0'.

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 Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.