

EDUC 420 L01 (On-Campus Convert):
Issues in Learning and Teaching
Fall, 2021

<i>Instructor</i>	<i>Email</i>	<i>Office Hours</i>
Towani Duchscher (she/her)	towani.duchscher1@ucalgary.ca	By appointment
<i>Teaching Assistants</i>	<i>Email</i>	<i>Office Hours</i>
Jamie Anderson (he/him)	jamie.anderson1@ucalgary.ca	By appointment
Zahra Golneshan (she/her)	zgolnesh@ucalgary.ca	By appointment
Stacey Hanzel (she/her)	stacey.hanzel@ucalgary.ca	By appointment

Term Dates: **Tuesday, September 7, 2021 to Wednesday, December 9, 2021**

Course Organization:

Due to COVID-19 this on-campus course has been converted to an online format. The course delivery will be organized in the following ways:

- Dr. Towani Duchscher will be your primary instructor. Asynchronous video “lectures” will be provided in lieu of your on-campus classes. This content will be posted on Monday each week.
- You will be assigned to a Teaching Assistant’s (TA) discussion group. The Teaching Assistants- Jamie Anderson, Zahra Golneshan, and Stacey Hanzel will facilitate 4 mandatory Zoom sessions for you over the semester. Please see below for a schedule of Zoom sessions. Your Zoom session schedule will also be posted in your D2L shell and will indicate the specific dates, times, and links for your group.

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.

COURSE DESCRIPTION:

Presents an overview of the central issues related to the nature of learning and teaching for those preparing for the teaching profession. Themes include: the nature of learning; current realities in society; patterns of growth and development; and the changing dynamics of the teaching profession.

This course offers an introduction to varied interpretations of “learning” and “teaching” as they are taken up in Western educational research and practice. 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, colonization, and other cultural upheavals in 17th- and 18th-century Europe. Standardized Education also drew much of its inspiration from industry – reflected in uniform curricula, measurable learning outcomes, and an approach to teaching that was 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 commonsense 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 a range of inequities and injustices. Teaching came

to be recognized 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-cognized (i.e., literally, rethought) as one of the most complex processes ever studied. And, correspondingly, teaching is coming to be seen in more complex terms in relation to emerging 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 to make critical distinctions among 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 making sense of many 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 hoped 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 a range of 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 Western schooling’s history, and fitted to current circumstances.

READINGS AND 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 several TED Talks, videos, and articles, excerpts of which will be presented during the asynchronous “lectures”. A detailed reference list will be posted in your D2L shell to support you as you begin to curate and gather a professional library of resources to inspire and guide your practice as a teacher.

TENTATIVE ASYNCHRONOUS CONTENT AND ZOOM CLASS SCHEDULE:

Week	Monday Asynchronous Lecture Video Topic and Weekly Readings	Zoom Session Tuesday 2:00-3:20	Zoom Session Thursday 2:00-3:20	D2L Discussion Board Groups	Discussion Board Topic	Due Dates
1: Sept. 7-10	Introductions Course Outline	Group A, B, C	Group D, E, F	All Groups A, B, C, D, E, F, G, H, I, J, K, L	All Students-Introductions	Learning Task 1: Ongoing
2: Sept. 13-17	Ch. 1.1	Group G, H, I	Group J, K, L	Groups A, B, C, D, E, F	Moment 1	
3: Sept. 20-24	Ch. 1.2-1.3	Learning Task 2-Group Q&A (optional, see sign up sheet)	Learning Task 2-Group Q&A (optional, see sign up sheet)	Groups G, H, I, J, K, L	Moment 1	
4: Sept. 27-Oct. 1	Ch. 2.1	Learning Task 2-Group Q&A (optional, see sign up sheet)	National Day for Truth and Reconciliation- No Zoom	Groups A, B, C, D, E, F	Moment 2	Learning Task 2: Oct. 3
5: Oct. 4-8	Ch. 2.2	Group A, B, C	Group D, E, F	Groups G, H, I, J, K, L	Moment 2	
6: Oct. 12- 15	Field Experience 1					
7: Oct. 18-22	Field Experience 1					
8: Oct. 25-29	Ch. 2.3	Group G, H, I	Group J, K, L	No discussion board this week		
9: Nov. 1- 5	Ch. 3.1	Group A, B, C	Group D, E, F	Groups G, H, I, J, K, L	Moment 3	
10: Nov. 8- 12	READING BREAK					
11: Nov. 15-19	Ch. 3.2 Ch. 3.3	Group G, H, I	Group J, K, L	Groups A, B, C, D, E, F	Moment 3	Learning Task 3: Nov. 21
12: Nov. 22-26	Ch. 4.1	Group A, B, C	Group D, E, F	Groups G, H, I, J, K, L	Moment 4	
13: Nov. 29-Dec. 3	Ch. 4.2-4.3	Group G, H, I	Group J, K, L	Groups A, B, C, D, E, F	Moment 4	
14: Dec. 6-Dec. 9 (Thursday-last day of the course)	Work on Learning Task 3 Instructor and T.A. available by appointment					Learning Task 4: Dec. 9

NOTE: You will be assigned to a Zoom Discussion Group with a specific TA. The Zoom groupings are labelled A- L. You will receive an email from your TA to indicate your group. To use the schedule- attend to your

EDUC 420 • Fall 2021

assigned Grouping schedule of live Zoom sessions and weeks when you are asked to participate in the online D2L Discussion Board. Zoom session participation and Discussion Board participation are mandatory and marked as part of Learning Task 1. Please ensure that you make time to participate. **If you have questions about the schedule, please ask your TA.**

Changes to Schedule:

Changes to the schedule may occur in response to questions, conversations, and emergent issues. Significant shifts to the above overview will be communicated through email.

LEARNING TASKS AND ASSESSMENT

Overview:

LEARNING TASK	DESCRIPTION	GROUPING FOR TASK	DUE DATE	PERCENTAGE OF FINAL GRADE %
1. Discussion Participation	Participate in Zoom Discussion Sessions Participate in D2L Discussion Board	Individual	Weekly See schedule	10%
2. Infographic	Examine Moment 1: Standardized Education- Create a reflective and informative Infographic	Individual	Oct. 3	20%
3. Digital Storytelling Presentation	Compare and Contrast Moment 2 and Moment 3 Create 2 versions of a lesson plan based on the theory from each moment. Share in Digital Storytelling Presentation	Group	Nov. 21 to Dropbox Present to whole class in following Zoom sessions	35%
4. Teaching Philosophy	Written expression of your teaching philosophy, identifying concepts and theory from 4 Moments	Individual	Dec. 9	35%

Final course grades will be a summed total of grades received in each of the categories noted above. Preliminary details of each of the tasks are provided below. Note that Assignment 4 is well suited for your professional e-portfolios. It is strongly recommended that you undertake this task with a view toward using it to represent your emerging professional identity.

NOTE: Some tasks are completed individually, and some are completed as a group. Please see the “The Expectations of Excellence in Professional Work” section below for expectations of your engagement as members of a professional community and tips for working successfully as a group. Please note that the learning tasks are designed to support expressions of your ongoing learning in this course. Some tasks are undertaken as a group. Please allow time to meet and work with your group outside of your required Zoom sessions. Participation in the D2L discussion board is ongoing.

Learning Task 1: Discussion Participation - 10% (Individual)

See above for schedule of Zoom sessions and Discussion Board expectations.

Teaching is a collective and collaborative process often facilitated through professional conversations. Your participation in the Zoom sessions and D2L Discussion Board serve as a replacement for the professional conversations that one would have in a face-to-face class and should, therefore, be considered extremely important. The discussions online offer the opportunity to bring the readings, theories, and concepts to life by sharing your questions, grappling with potential answers and perspectives, and examining the theory through your own lived experiences.

It is not only important for each of you to contribute for your own benefit but also for the benefit of your peers as we all grow as scholars of education through these dialogues. As you will be working as a group for one of the learning tasks, engaging in the discussion board also serves as an opportunity to get to know your classmates and build a sense of community prior to and during your group work.

Discussion Participation:

D2L Small Discussion Board Groups will be arranged by the instructor and TAs.

Each week you will either 1) Participate in a Zoom session with your TA or 2) Participate on the D2L Discussion Board by posting and responding to others.

1) Participating in Zoom sessions.

Every other week, you are expected to participate in a Zoom session with your TA. Please see the schedule posted in Content on D2L for your Group, TA, Zoom schedule, and Zoom link.

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 a listener.
- Professional and respectful participation.
- Following expectations for engagement determined and explained by TA.

2) Participating in online D2L Discussion board.

On weeks when you do NOT have a Zoom session, you are to participate in an online discussion with a small group. Groups will be created by the instructor and TAs.

Expectations of participation in online D2L Discussion Board:

- **Post 1 original thread** responding to the questions posted. The questions will correspond with the textbook AND the lecture video content. Close reading and attention to the text and video lectures will be required. **Due: Wednesday- 8 pm.**

- **Reply to a MINIMUM of 2 other posts**, engaging in a discussion around the concepts of the course. **Due: Friday- 11:59 pm.**
- Engage professionally and respectfully with all members of the course.
- Remember that these are professional conversations. You may be asked to reflect on and share your own experiences of education, so please remember to respond to others with respect and care.
- Threads and responses should be thoughtful, complete, thought-provoking and timely.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1: Discussion Participation

Your participation will be marked based on completion. You will receive one mark for each completed required engagement, as such:

Zoom Discussion Participation: Mark out of 4

D2L Original Thread post: Mark out of 5

D2L response posts: Mark out of 10

Total: 19 marks

Learning Task 2: Infographic Reflection on Moment 1 - 20% (Individual)

Due: Oct. 3, 11:59pm- Submit to D2L Dropbox

While each of the Moments of Education outlined in the textbook are shaped by specific moments in time, elements of each moment can be seen in classrooms today. The intention of this course is to provide some insight into the concepts and theories that have informed pedagogical choices in classrooms. This individual assignment invites you to reflect on your own past experiences of schooling and identify the elements of Moment 1: Standardized Education that have been present in your classrooms.

Content: You are asked to examine the concepts, theories, metaphors, and practices outlined in Moment 1, choose 3 key concepts to focus on, explain them in detail, connect them to your own personal experiences, and reflect on the impact of Standardized Education on student learning. After gathering your reflections and notes, share your findings in an engaging, clearly presented, one page Infographic. References can be provided on an additional page.

Format: Infographics are a great way to represent information visually. By engaging visual literacy skills, you will have an opportunity to focus your ideas, consider the impact that visual representation has on the delivery of content, and present a succinct and thoughtful expression of your knowledge and reflections. When creating an infographic consider the accuracy of the content shared, the collective effect of the fonts, colours, layout, and visual elements, the accessibility provided by the organization, and the mechanics of expression.

Your infographic must include the following:

- 3 central concepts of Moment 1: Standardized Education
 - Concepts may be in relation to guiding metaphors, teaching, learning, knowledge, intelligence, etc.
 - Each concept defined- clearly and concisely explained.
 - Directly reference the course textbook.
 - Attend to the content shared in plenary video lectures.
- Examples of each of the 3 concepts from your own school experience. These should be specific personal reflections that exemplify the key concepts.

- Reflection on how the pedagogical choices of the Standardized Education moment impacted your learning. Please consider Eisner’s *Three Curricula that All Schools Teach*- the explicit curriculum, the implicit curriculum, and the null curriculum. Questions you can ask yourself to shape your reflection (note: you do not need to answer ALL of these questions; rather, use them as a guide):
 - How did the teaching structure impact the information I learned? Did I retain that information?
 - How did the schooling choices impact how you felt about yourself as a learner? Do you think that all of the students in your classes shared this experience?
 - How did the assessments impact your learning?
 - What did you learn about what counts as knowledge?
 - What did you learn about how to engage with others in the world?
 - What was missing from your learning experiences?

When designing your Infographic consider the following:

- What font will be effective, readable, and appropriate to your content?
- When can you use an image rather than text to effectively share information?
- How will your layout draw the viewer through the information by making visual connections?
- What colours will be effective in communicating your content?
- How can you make the best use of space?
- How do the visual and textual choices reflect and complement the content?

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2:

Infographic Reflection on Moment 1

Score Criterion	1	2	3	4	5
Content Central concepts of Standardized Education Moment 1 are identified and clearly and accurately explained. Personal reflections are directly and clearly connected to central concepts. Reflections are thoughtful and well-considered.	The work indicates inadequate understandings. Incomplete explanations of concepts or explanations are inaccurate. Incomplete or incohesive connections made between concepts and personal reflections. Reflections on the impact on student learning is incomplete or lacks thoughtfulness.		Demonstrates a basic knowledge of course content from only the textbook. Knowledge represented is accurate but lacks detail. Reflections on schooling are general rather than specific and personal, but accurately demonstrate key concepts. Reflections on the impact of pedagogical choices on student learning are superficial.		Demonstrates a thorough knowledge of course content from course textbook, plenary presentations, and discussions with that knowledge represented in a form that is complete, concise, and accurate. Reflections on personal experiences of schooling are thoughtful, specific and accurately exemplify key concepts from Moment 1. Reflections demonstrate a thoughtful consideration of the impact of the pedagogical choices on student learning.
Visual Appeal and Focus: Content visual and text concisely complements message. Fonts, colours, layouts & visual elements meaningfully contribute to	Little to no consideration of how the visuals, text, colours, and fonts work together to communicate a cohesive message. The visual choices distract from the message.		Evidence of some thoughtfulness regarding cohesive connections between visual and textual choices. Some choices appear haphazard or less intentional.		All choices in terms of visual and textual content complement each other and contribute to the infographic message. Visual appears cohesive and is effective in communicating content message.

infographic's ability to convey overall message.				
Organization: Information is systematically organized and supports readers' comprehension of the content. Visual organization engages the viewer.	Information is included without any clear direction or connection in the layout. Due to wasted space, information is crowded or left out. Difficult to follow the information provided because of the haphazard layout.	Evidence of some thoughtfulness regarding the organization of visuals; however, some choices appear haphazard. Use of space could be more effective to accommodate more information. The information is all present but slightly disconnected in the layout.	Visuals (text boxes, images, structure) work well together and draw the viewer into the information provided in the infographic. Effective use of space. The information is easy to follow, and viewer engagement is effectively guided by the layout.	
Mechanics: Spelling and grammar is correct and effectively communicates information. All citations are in correct APA format.	Many edits needed in writing conventions (spelling and grammar). Errors impede the clarity of the communication. No evidence of use of APA formatting of references and citations.	Minor edits needed in writing conventions (spelling and grammar). Evidence that more review before submission was needed. References and citations require edits to meet APA standards.	Little to no edits needed in writing conventions (spelling and grammar). References and citations are correctly cited in APA format.	

**Learning Task 3: Digital Storytelling Presentation: Compare and Contrast Moment 2 and Moment 3
35% (Group)**

Due Date: Nov. 21, 11:59pm – Submit link to video to D2L Dropbox

Each of the four moments outlined in the textbook is shaped by concepts, language, metaphors, and beliefs that act both as descriptions of understandings about learning and teaching and also prescriptions for how learning and teaching are connected, enacted, and engaged in within the classroom. The purpose of this Digital Storytelling learning task is to compare how the defining concepts of Moment 2- Authentic Education and Moment 3- Democratic Citizenship Education would each inform and prescribe the types of learning engagements that teachers plan for the classroom.

You are invited to work with a small group to design two versions of a lesson plan to teach the same content- one shaped by the principles and concepts of Authentic Education and one shaped by the principles and concepts of Democratic Citizenship. After planning each lesson, examine them together, comparing and contrasting the impact each lesson would have on students, student learning, and society. Share your plans and findings in an engaging 3-minute (+/- 30sec.) digital storytelling presentation video.

This task will be undertaken in self-selected groups of 3 to 5 students. Smaller or larger groups will not be permitted unless you present a compelling reason. Group members must be chosen from your designated TA discussion group.

To complete this assignment, please attend to the following steps:

- Examine the key differences between Moment 2 and Moment 3 by reviewing the textbook and video lectures.
- Choose a curriculum subject area or discipline – ie. Mathematics

EDUC 420 • Fall 2021

- Choose a grade level.
- Review the Alberta Program of Studies for that subject/grade and choose one learning outcome to focus on.
- Use a lesson plan template (shared in D2L) to plan the following:
 - Indicate the intent of the lesson- what do you want to offer and invite, what do you hope students will learn.
 - Outline lesson activities and engagements.
 - Indicate how you will assess learning.
- Compare and contrast the two lessons- indicate:
 - Similarities, differences
 - How does each support a diverse classroom?
 - Who benefits? Who/what is missed?
 - What is also taught by the implicit and null curriculum of each lesson?
- Present your lessons and reflections by creating a 3 min. (+/- 30sec.) digital storytelling presentation video, indicating:
 - Subject area, grade, learning outcomes
 - Explain plans for each lesson and how they reflect Moment 2 and Moment 3
 - Indicate key concepts of each moment and how they inform the choices in the lesson plan.
 - Compare and contrast the impact of each lesson (refer to questions above)
 - Summation of how the movement from Moment 2 to Moment 3 impacted and supported diverse classrooms.

Presentation of Information:

The explosion of possibilities in the Digital Revolution is likely to have as significant an impact on formal education as the Industrial Revolution. 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, music, voice-over, and 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. Look to items shared through Creative Commons. In the University’s eyes, similar policies to print plagiarism apply to digital plagiarism.

There are many ways to make a digital storytelling presentation, please use an approach that works for you. The following is ONE WAY to make a digital storytelling video presentation:

- Create an engaging PowerPoint slideshow- use images and text boxes to present and accent the content shared in the voice over.
- Use animations and transitions to give your video movement.
- Record yourself presenting your ideas-using Zoom recording.
- Add your zoom recording to Movie Maker, I-Movie, or YouTube to add background music (find copyright free music on Creative Commons)

When creating your digital storytelling video presentation consider the following:

- Use a layering of images, short pieces of text, movement, music, and voice over.
- Consider how the visual, audio, and video elements complement rather than compete with each other.
- Think about how you can present ideas with images, not only voice over and text.
- How do your choices of font, transitions, and music contribute to the mood and tone?
- Review your video for timing- allow sufficient time for each element to be explained, expressed, and viewed.

- Ensure that your video pulls the viewer along with you.
- End with a clear, thoughtful point of view.

Submit a link to your Digital Storytelling Presentation video to the Dropbox on D2L. You will also present your video to the class in the Zoom session following the assignment due date.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3:

Digital Storytelling Presentation: Compare and Contrast Moment 2 and Moment 3

Score Criterion	1	2	3	4	5
Content X 3 Central concepts of Moment 2 and Moment 3 are identified and clearly and accurately explained. Lesson plan ideas demonstrate clear connections to the key concepts from each moment and thoughtful considerations of engaging student learning. Reflections on the impact of the lessons on student learning are thoughtful and explicit.	The work indicates inadequate understandings. Incomplete explanations of concepts or explanations are inaccurate. Incomplete or incohesive connections made between concepts and lesson plan ideas. Lesson plan ideas are incomplete and inconsiderate of learner needs. Reflections on the impact on student learning and diverse classrooms is incomplete or lacks thoughtfulness.		Demonstrates a basic knowledge of course content from only the textbook. Knowledge represented is accurate but lacks depth. Lesson plan ideas are mostly complete but lacking in detail of how learners will be engaged. Reflections on schooling are general rather than specific, but accurately demonstrate key concepts. Reflections on the impact of pedagogical choices on student learning and diverse classrooms are superficial.		Demonstrates a thorough knowledge of course content from course textbook, plenary presentations, and discussions with that knowledge represented in a form that is complete, concise, and accurate. Lesson plan ideas are complete and thoughtfully consider ways to engage learners. Clear and direct connections between the moments and the lesson plans are explicitly expressed. Reflections demonstrate a thoughtful consideration of the impact of the pedagogical choices on student learning and diverse classrooms.
Visual Appeal and Focus X 2 Content visual and text concisely complements message. Fonts, colours, layouts & visual elements meaningfully contribute to infographic's ability to convey overall message.	Little to no consideration of how the visuals, text, music, and voice-over work together to communicate a cohesive message. The visual choices distract from the message. The timing is ineffective making it difficult to engage with the content. Voice over lacks energy. Digital story message is unclear due to ineffective visual and audio choices.		Evidence of some thoughtfulness regarding cohesive connections between visual and textual choices. Some choices appear haphazard or less intentional. Video is engaging but sometimes the images, text, voice-over, and/or music compete. Voice over is clear but lacks energy. The text is appropriate but sometimes there is too much text to read in the time allotted. Digital story has some clarity, but more		All choices in terms of visual, textual, voice-over, and music content complement each other and contribute to the infographic message. Effective use of images to present information. Video engages the viewer from start to finish. Voice over is clear and engaging. Timing of visual is effective and allows enough time for visuals to be understood. Digital story is cohesive and is effective in communicating content message.

			revisions would make it easier to engage with.	
Organization: Information is systematically organized and supports viewer's comprehension of the content. Organization engages the viewer.	Information is included without any clear direction or connection in the order. Difficult to follow the information provided because of the haphazard order.		Evidence of some thoughtfulness regarding the organization of visual and audio elements; however, some choices appear haphazard. More consideration of the impact on the viewer is needed. The information is all present but slightly disconnected in its presentation order. More review and revision needed to attend to detail.	Visual and audio elements work well together and draw the viewer into the information provided. Order of the content effectively presents the information and plans. Demonstrates a clearly organized plan for the presentation. The information is easy to follow, and viewer engagement is effectively guided by the presentation order. Attention to detail is evident.
Mechanics: Spelling and grammar is correct and effectively communicates information. All citations are in correct APA 7 format.	Many edits needed in writing conventions (spelling and grammar). Errors impede the clarity of the communication. No evidence of use of APA 7 formatting of references and citations.		Minor edits needed in writing conventions (spelling and grammar). Evidence that more review before submission was needed. References and citations require edits to meet APA 7 standards.	Little to no edits needed in writing conventions (spelling and grammar). References and citations are correctly cited in APA 7 format.

Learning Task 4: Teaching Philosophy – 35% (Individual)

Due Date: Dec. 9, 11:59pm- submit to D2L Dropbox

Communicating your beliefs about teaching and learning and your intentions as a teacher is an important task that can be both descriptive and prescriptive. Sharing your teaching philosophy can be descriptive and describing your pedagogy will help future principals, students, and parents/guardians get to know you and understand your pedagogical choices. The process of writing your teaching philosophy can also be prescriptive as communicating your beliefs can help guide the choices you make in the classroom and help you to align your practice with theory.

This learning task will be undertaken individually and is designed to invite you to unpack and examine the underlying beliefs that shape your teaching and learning. You are asked to both explain your teaching philosophy and acknowledge how the four moments of educational theory inform different areas of your own beliefs and practices by referencing the moments and the key concepts that shape your teaching. Your completed teaching philosophy can also be shared on your e-portfolio and be revised as you gain more teaching experience. As this may be the start of your teaching journey, it will be great to express your beliefs and philosophy of teaching in this moment and also recognize that this can, will, and probably should change over time as you gain more experience as a teacher.

Your teaching philosophy should include the following:

- A maximum of 3 pages (not including references)- be concise.
- The following 5 sections, fully explained and referenced:
 - Your personal guiding metaphor for teaching and learning
 - Teachers and teaching – role of the teacher
 - Learners and learning- role of learner
 - Knowledge and assessment- what counts as knowledge and the role of assessment
 - Purpose of education.
- Bold key terms from the text and indicate Moments referenced (i.e. Guiding metaphor is a murmuration, a **complex system** of interconnected learners. (Moment 4).)
- Cite 3-5 additional references from video lectures.
- If you did not reference one of the moments at all- indicate a short statement about why that moment did not resonate with you and your philosophy.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4:

Teaching Philosophy

Score Criterion	1	2	3	4	5
Course Content X 3 5 sections of the teaching philosophy are completed- including personal expressions, connections to the key concepts from Moments (bolded), references to textbook and additional references, examples to support ideas. Reflection on any moments that are not referenced.	<p>The work indicates inadequate understandings of course content.</p> <p>Incomplete explanations of concepts or explanations are inaccurate.</p> <p>Key terms from the text are not present. Sections are missing. Ideas are incoherent.</p>		<p>Demonstrates a basic knowledge of course content from only the textbook.</p> <p>Knowledge represented is accurate but lacks depth.</p> <p>Key terms are used but not referenced consistently.</p>		<p>Demonstrates a thorough knowledge of course content from course textbook, 3-5 additional references, and discussions of that knowledge represented in a form that is complete, concise, and accurate.</p> <p>Key terms are bolded and accurately referenced to the correct moment.</p>
Pedagogy Considerations X2	<p>Many required sections are missing.</p> <p>Incomplete or incohesive connections made between concepts and personal beliefs.</p> <p>Ideas lack clarity and depth of pedagogical understandings. No consideration of learner needs is demonstrated.</p> <p>Reflections on un-referenced moments are missing.</p>		<p>Some sections are missing or included with incomplete explanations.</p> <p>Ideas are presented but lack clarity and depth of pedagogical understandings. More examples to support ideas are needed. More consideration of learner needs is needed.</p> <p>Reflections on un-referenced moments are superficial.</p>		<p>All 5 sections are complete and express thoughtful, well explained considerations of teaching and learning supported by effective examples.</p> <p>Demonstrates a thoughtful consideration of learner needs and the impact of pedagogical choices on students and society.</p> <p>Reflections on un-referenced moments are thoughtfully and fully explained.</p>

Coherence & Scholarly Writing Writing is clear and consistent and demonstrates attention to detail. Language choices are appropriate and effective. Tone is professional.	Writing is unclear and sometimes confusing. Language choices are unprofessional and/or inappropriate. Sentence structure impedes the flow of reading. I.e. Run on sentences, sentence fragments.	Writing is clear and direct. Language choices and tone are more casual than professional. Sentence structure is effective but could use some revision to support effective flow.	Writing is clear and coherent demonstrating scholarly writing. Language choices and tone are professional and appropriate. Sentence structure is sophisticated and works to create an effective flow.	
Mechanics Spelling and grammar is correct and effectively communicates information. All citations are in correct APA 7 format.	Many edits needed in writing conventions (spelling and grammar). Errors impede the clarity of the communication. No evidence of use of APA 7 formatting of references and citations.	Edits needed in writing conventions (spelling and grammar). Evidence that more review before submission was needed. References and citations require edits to meet APA 7 standards.	Little to no edits needed in writing conventions (spelling/grammar). References and citations are correctly cited in APA 7format.	

DETERMINING FINAL GRADES

For the purposes of calculating final marks and converting to course grades, fractional components of numeric totals will not be considered (e.g., sums of 74.25%, 74.5%, and 74.75% will all be truncated to 74%).

Grade	GPA Value	%	Description per University of Calgary 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	Satisfactory – basic understanding of the subject matter
C	2.0	60–64	
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

Note:

- A and A+ are both worth 4.0. A+ is given at the instructor’s professional discretion based on work of rare and exemplary quality.
- 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.

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 participating 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 participation is this course involves working with fellow students to share ideas and thinking. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

➤ *Expectations for Writing*

All written assignments will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services 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 Delivery*

Late delivery 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.

➤ *Effective Group Work*

The hope is that the experience of working together will benefit everyone. Each member is asked to make an effort to work well as a member of the group. Please attend to the following protocols to support a positive group experience:

- **Toe-In-** Be present for all group meetings and make decisions as a group.
- **Yes, and-** Contribute to growing ideas by noting the strengths in what the other has said and adding to them with your suggestions. This way you are growing ideas rather than fragmenting into different directions.
- **Teacher Library-** You may have to save some ideas for a future assignment. Start a folder for yourself to gather all of the wonderful ideas you come up with. This way you are curating a Teacher Library for yourself.
- **Look for Beauty-** Share your strengths and look for the strengths that each member brings to the group. Look for the beauty in others and in yourself. Share that beauty.
- **Be responsible for contributing.** A strength of the group comes from everyone’s contributions.
- **Be responsible for listening.** A strength of the group comes from making people feel heard and valued.
- **Be teachers.** A part of your work as a teacher will be to help others work well together. Begin developing strategies and skills for supporting group work now.
- **Communicate Professionally.** Create a shared document to keep track of decisions made, tasks that need completion, what each member is responsible for, what each member has completed, and what needs further work.

➤ *If Your Group Needs Help...*

We are well aware that collaborating as a group can sometimes be challenging. If you have tried everything to work well as a group, and you still need help, please contact your Teaching Assistant and Instructor. 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. Should there be sufficient evidence that an individual has not made substantive contributions to a group assignment, the remaining group members may notify the instructor with a **written request** to separate the group from that individual. (The message should be copied to the individual.) Such notification must be received **no later than one week before the due date of the assignment**. Upon receipt, the instructor may require the individual in question to complete an alternative assignment, in which case the onus is on the individual to contact the instructor to negotiate the details of the modified assignment. Failure to contact the instructor and/or to fulfill the requirements of the alternative assignment **prior to the posted due date of the assignment** may result in a grade of “0” on that assignment.

ADDITIONAL INFORMATION

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 provide 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>

Return/Retrieval of Assignments

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 deliver/return assignments as electronic files attached to private e-mail messages.

Student Ombuds Office

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>.

Contacts for Student Organizations

Education Students Association (ESA): esa@ucalgary.ca. [President is Kyle Corry, esapresident@ucalgary.ca]
Werklund Student Union Representative is Dhvani Joshi, educrep@su.ucalgary.ca.