EDUC 420 L01 (On-Campus):
Issues in Learning and Teaching
Fall 2024

Land Acknowledgement: I would like to take this opportunity to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta. The City of Calgary is also home to the Metis Nation of Alberta (Districts 5 and 6).

Term Dates: *Tuesday, September 3, 2024, to Friday, December 6, 2024*

Course Organization:

➤ This course will be on campus with all classes being in person.

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.

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

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

Course Design and Delivery: There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca).

The text will be supplemented with several TED Talks, and videos, which will be available in your course shell. 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.

We will be using Leganto for access to the resources in D2L which is located under, 'My Tools'.

CLASS SCHEDULE:

Week	Weekly Readings	Reflection Topic (D2L Discussion Board)	Due Dates
1: Sept. 3-6	Introductions Course Outline/ **Ch.1.1**	Preliminary thoughts on the course	Learning Task 1: Ongoing (*)
2: Sept. 9-13	**Ch.1.1** **Ch.1.2**	Moment 1*	Friday, September 13th 11:59pm
3: Sept. 16-20	**Ch. 1.3**	Moment 1	
4: Sept. 23-September 27	**Ch. 2.1**	Moment 2*	Friday, September 27th 11:59pm
5: Sept. 30-Oct 4	**Ch. 2.2**	Moment 2	Learning Task 2: Oct. 2nd
6: October 7-11 7: October 14-18	FIELD EXPERIENCE I		
8: Oct. 21-25	**Ch. 2.3**	Moment 2	
9: Oct. 28- Nov. 1	**Ch. 3.1**	Moment 3*	Friday, November 1st 11:59pm
10: Nov. 4-8	**Ch. 3.2** **Ch. 3.3**	Moment 3	Note placement of Term Break
11: Nov. 11-15	TERM BREAK		
12: Nov. 18-22	**Ch. 4.1**	Moment 4	Learning Task 3: Nov. 20th
13: Nov. 25-29	**Ch. 4.2** **Ch. 4.3**	Moment 4*	Friday, November 29th 11:59pm
14. Dec. 2- Dec. 6	**Ch. 4.3**	Moment 4	Learning Task 4: Due: Dec. 5th

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. Reflection Exercise	Participate in D2L Discussion Board	Individual	4 Responses due Friday at 11:59pm (* in calendar)	10%
2. Infographic	Examine Moment 1: Standardized Education- Create a reflective and informative Infographic	Individual	Oct. 2 to Dropbox	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 (D2L)	Group	Nov. 20 to Dropbox	35%
4. Teaching Philosophy	Written expression of your teaching philosophy, identifying concepts and theory from 4 Moments	Individual	Dec. 5 to Dropbox	35%

Final course grades will be a summed total of grades received in each of the categories noted above. 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 and marks will be distributed equally among all group members. Please allow time to meet and work with your group outside of your required class time. Participation in the weekly reflections on the D2L discussion board are ongoing.

Student use of Generative AI

This course is intended to cultivate critical, generous, and generative thinking on the field of education and critical reflection on what is and might be within curricular practice. Course activities and assignments are designed to provoke and consolidate such thinking and are expected to be completed without the use of generative AI tools (such as ChatGPTor AI image generators).

If students see a productive way of using AI in the completion of the Learning Tasks that does not transfer the intellectual work associated with the assessment criteria of those assignments to the AI tool, they may propose their idea to the instructor for consideration and conversation *in advance of its use*. Use of AI tools on the Learning Tasks without a documented agreement between the instructor and student, will be considered as "unauthorized assistance" and/or "failure to comply with an instructor's expectations regarding conduct required

of students completing academic assessments in their courses" under the universities Student Academic Misconduct Policy (see the link below).

Learning Task 1: Personal Weekly Reflection Participation - 10% (Individual)

Teaching is a collective and collaborative process often facilitated through professional reflections. Your participation in sharing your reflections (from the lecture, readings, and class discussions) on the D2L Discussion Board serve as part of the professional conversations that we will have in a face-to-face class and should, therefore, be considered extremely important. The reflective posts online offer the opportunity to bring the readings, theories, and concepts to life by sharing your thoughts, questions, how you grapple with potential answers and perspectives, and examining the theory through your own lived experiences as it relates to the course's main themes.

This reflective exercise will be of the senses in that you will have the opportunity to use visuals, words, phrases, and full sentences to articulate your building understanding of where you are situated as a learner, teacher in the making, and the considerations of students needs you may be contemplating as the course unfolds.

To note, 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 this reflective practice. As you will be working as a group for one of the learning tasks, engaging on D2L also serves as an opportunity for the class to get to know how each of you thinks and what resonates as the course unfolds.

Reflection/Discussion Participation:

Four times over the course, (* in schedule above) you will participate by posting a reflection on D2L no later than Friday at 11:59pm.

1) **Participating in online D2L Discussion board.**

   Knowledge sharing communities (groups) will be created by the instructor and TAs.

   Expectations of participation in online D2L Discussion Board:

   ➢ **Post 1 original thread responding to the reflective prompts posted**. The questions/prompts will correspond with the textbook, lecture, class discussions, and video content. Close reading and attention to the lecture, text, and video will be required. **Due (see course schedule): Friday by 11:59pm.**

   ➢ This will take the form of a pseudo **visual journal** - in accordance with some text, you are encouraged to use images, phrases, words, and other forms of representation. Please see this blog for clarity- https://festivalofeducation.com/what-is-visual-journaling/

   ➢ **Optional-**You can choose to engage with others in the discussion thread. Please engage professionally and respectfully with all members of the course. Remember that these are professional conversations. You will be asked to reflect on and share your own experiences of education, so please remember to respond in an academically reflective way with care and respect.

   ➢ Reflective posts should be thoughtful, complete, thought-provoking and timely.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1: Discussion Participation

Due to the personal articulation of your learning journey for this exercise, your participation will be marked based on completion. You will receive 2.5 marks for each completed post and requires full engagement, as such:

D2L Reflection post: (Mark of 1) **4 reflective posts** over the term (Week 2, 4, 9, and 13)- **denoted by * in course schedule**

Total: 10 marks

Note: For your own practice, a completion mark means it is still evaluated based on criteria but not in relation to comparative content. The **criteria** are as follows:

➢ Reflective post connects and aligns with the question or reflective prompts.
➢ Reflective post shows an integration of lecture, textbook, class discussion, and video content
➢ Reflective post shows an integration of ones lived or personal experiences which contextualize and elevate the response
➢ Reflective post uses text as well as a variety of visual representations to show personal contemplation and learning
➢ Reflective post embeds elements of the content and citations are used where necessary

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

Due: Oct. 2, 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, colors, 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
  o Concepts may be in relation to guiding metaphors, teaching, learning, knowledge, intelligence, etc.
  o Each concept defined- clearly and concisely explained.

- o   Directly reference the course textbook.
- o   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):
  - o   How did the teaching structure impact the information I learned? Did I retain that information?
  - o   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?
  - o   How did the assessments impact your learning?
  - o   What did you learn about what counts as knowledge?
  - o   What did you learn about how to engage with others in the world?
  - o   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 colors 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	0-1	1-2	2-3	3-4	4+
Content Central concepts of Standardized Education Moment 1 are identified and clearly and accurately explained. Personal reflections are directly and clearly connected to	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	The work indicates a limited understanding. Explanations of concepts or explanations are simple and fragmented. Connections made between concepts and personal reflections are minimally complete.	The work 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,	The work demonstrates 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.	The work demonstrates comprehensive knowledge of course content from course textbook, plenary presentations, and discussions with that knowledge represented in a form that is exceptional and shows insight. Reflections on personal

central concepts. Reflections are thoughtful and well-considered.	learning is incomplete or lacks thoughtfulness.	Reflections on the impact on student learning are simple and lacks thoughtfulness.	but accurately demonstrate key concepts. Reflections on the impact of pedagogical choices on student learning are superficial.	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.	experiences of schooling are astute and discerning and exemplify key concepts from Moment 1. Reflections demonstrate an insightful consideration of the impact of the pedagogical choices and the complexities on student learning.
Visual Appeal and Focus: Content visual and text concisely complements message. Fonts, colors, layouts & visual elements meaningfully contribute to infographic's ability to convey overall message.	Little to no consideration of how the visuals, text, colors, and fonts work together to communicate a cohesive message. The visual choices distract from the message.	Minimal consideration of how the visuals, text, colors, and fonts work together to communicate a cohesive message. The visual choices are somewhat disjointed 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.	All choices in terms of visual and textual content show insight and fulsome connections to each other and contribute to the infographic message. Visual is cohesive and is perceptive in communicating content 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.	Information is included with minimal clarity of direction or connection in the layout. Due to a misuse of space, information may appear lacking or misaligned. It is somewhat difficult to	Evidence of some thoughtfulness regarding the organization of visuals; however, some choices appear haphazard. Use of space could be more effective to accommodate more	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	Visuals (text boxes, images, structure) create cohesive meaning together and thoughtfully engage the viewer into the information provided in the infographic. All space is comprehensively used. The information is

		follow the information provided because of the simplistic layout.	information. The information is all present but slightly disconnected in the layout.	engagement is effectively guided by the layout.	intuitive to follow, and viewer engagement is effectively guided by the layout.
Mechanics: Spelling and grammar are correct and effectively communicates information. All citations are in correct APA format.	The proportion of edits needed in writing conventions (spelling and grammar) detract from the messaging. Errors impede the clarity of the communication. No evidence of use of APA 7 formatting of references and citations.	Many edits needed in writing conventions (spelling and grammar) but meaning can be discerned. Errors somewhat impede the clarity of the communication. Minimal evidence of use of APA 7 formatting of references and citations.	Some edits are 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.	Minor edits needed in writing conventions (spelling and grammar). References and citations are correctly cited in APA 7 format.	There are minimal to no edits needed in writing conventions (spelling and grammar). References and citations are correctly cited in APA 7 format.

Learning Task 3: Digital Storytelling Presentation: Compare and Contrast Moment 2 and Moment 3 35% (Group) (*Marks will be distributed equally among all group members*)

Due Date: Nov. 20, 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 – i.e., Mathematics

➢ 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:

  o Indicate the intent of the lesson- what do you want to offer and invite, what do you hope students will learn.

  o Outline lesson activities and engagements.

  o Indicate how you will assess learning.

➢ Compare and contrast the two lessons- indicate:

  o Similarities, differences

  o How does each support a diverse classroom?

  o Who benefits? Who/what is missed?

  o 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:

  o Subject area, grade, learning outcomes

  o 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.

  o Compare and contrast the impact of each lesson (refer to questions above)

  o 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 post your video presentation to the D2L discussion board to share with your classmates 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	0-1	1-2	2-3	3-4	4+
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	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	The work indicates simple understandings. Fragmented explanations of concepts or explanations have some inaccuracy's. Connections made between concepts and lesson plan ideas are basic. Lesson plan ideas are unrefined and lack some consideration of learner needs. Reflections on the impact on student learning and diverse classrooms are simple or may	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	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	Demonstrates insightful and comprehensive knowledge of course content from course textbook, plenary presentations, and discussions with that knowledge represented in a form that is sophisticated. Lesson plan ideas are sophisticated and comprehensively consider ways to engage learners. Astute and perceptive connections between the moments and the lesson plans are

student learning are thoughtful and explicit.	lacks thoughtfulness.	lack thoughtfulness.	choices on student learning and diverse classrooms are superficial.	the lesson plans are explicitly expressed. Reflections demonstrate a thoughtful consideration of the impact of the pedagogical choices on student learning and diverse classrooms.	explicitly expressed. Reflections demonstrate an insightful 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, colors, 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.	There is minimal consideration of how the visuals, text, music, and voice-over work together to communicate a cohesive message. The visual choices at times may distract from the message but it can be discerned. The timing may be fragmented making it somewhat difficult to engage with the content. Voice over lacks fluency. Digital story message may be simple 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 revisions would make it easier to engage with.	Most of the choices in terms of visual, textual, voice-over, and music content complement each other and contribute to the infographic message. Adequate use of images to present information. Video may have a couple lapses but mostly engages the viewer from start to finish. Voice over is mostly clear and engaging. Timing of visual are mostly effective and allows enough time for visuals to be understood. Digital story is thorough and is mostly effective in communicating content message.	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 insightful and engaging in how it communicates content message.

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.	Information is included in a simple direction or connection in the order. Some difficulty to follow the information provided because of the undeveloped order.	Evidence of some thoughtfulness (straightforward) 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 thoroughly work together and draw the viewer into the information provided but there may be a lapse. 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.	Visual and audio elements work insightfully together and perceptively draw the viewer into the information provided. Order of the content astutely presents the information and plans. Demonstrates a comprehensively organized plan for the presentation. The information is relatively flawless and make it easy to follow, and viewer engagement is thoughtfully guided by the presentation order. Attention to detail reflects sophistication.
Mechanics: Spelling and grammar are 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.	Some edits needed in writing conventions (spelling and grammar). Evidence that more review before submission was needed. References and citations require substantial edits to meet APA 7 standards.	Minor edits needed in writing conventions (spelling and grammar). Evidence that minor 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 mostly correctly cited in APA 7 format.	Relatively flawless submission and 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. 5, 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 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 videos or other sources.
➢ 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	0-1	1-2	2-3	3-4	4+
Course Content X 3 5 sections of the teaching	The work indicates inadequate understandings	The work indicates simple understandings	Demonstrates satisfactory knowledge of course content	Demonstrates a specific and adept knowledge of course content	Demonstrates a comprehensive and insightful knowledge of course content

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.	of course content. Incomplete explanations of concepts or explanations are inaccurate. Key terms from the text are not present. Sections are missing. Ideas are incoherent.	of course content. Explanations of concepts or explanations are somewhat accurate. Key terms from the text are somewhat present. Sections are fragmented. Ideas are at times incoherent.	from only the textbook. Knowledge represented is accurate but lacks depth. Key terms are used but not referenced consistently.	from course textbook, 3 additional references, and discussions of that knowledge represented in a form that is complete, concise, and accurate. Key terms are bolded and accurately referenced to the correct moment with minor lapses.	from course textbook, 3-5 additional references, and discussions of that knowledge represented in a form that is complete, concise, and accurate. Key terms are bolded and accurately referenced to the correct moment.
Pedagogy Considerations X2	Many required sections are missing. Incomplete or incohesive connections made between concepts and personal beliefs. Ideas lack clarity and depth of pedagogical understandings. No consideration of learner needs is demonstrated. Reflections on un-referenced moments are missing.	Some sections are missing or included with incomplete explanations. Ideas are presented but are simplistic related to the pedagogical understandings. More accurate and fluent examples to support ideas are needed. Substantial consideration of learner needs is needed. Reflections on un-referenced moments are superficial.	The sections are satisfactorily included with the explanations. Ideas are presented and are satisfactory in depth of pedagogical understandings. More examples to support ideas are needed. More consideration of learner needs is needed. Reflections on unreferenced the moments are suitable but need to be deepened.	All 5 sections are thoroughly expressed and well explained considerations of teaching and learning supported by suitable and appropriate examples. Demonstrates a thorough consideration of learner needs and the impact of pedagogical choices on students and society. Reflections on un-referenced moments are fully explained.	All 5 sections are complete and express insightfully, well explained considerations of teaching and learning supported by effective examples. Demonstrates a perceptive consideration of learner needs and the impact of pedagogical choices on students and society. Reflections on un-referenced moments are thoughtfully explained.

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 or sentence fragments.	Writing is simplistic and sometimes fragmented. Language choices are basic. At times, Sentence structure impedes the flow of reading. I.e., Run on sentence.	Writing is mostly 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 mostly clear and coherent demonstrating scholarly writing. Language choices and tone are mostly professional and appropriate. Sentence structure is thorough and works to create a sound 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 are 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.	Quite a few edits are needed in writing conventions (spelling and grammar). Errors in many ways impede the clarity of the communication. Minimal 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.	Minimal edits needed in writing conventions (spelling/grammar). References and citations are mostly correctly cited in APA 7 format.	Little to no edits needed in writing conventions (spelling/grammar). References and citations are correctly cited in APA 7 format.

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%). https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1

Grade	GPA Value	%	Werklund School of Education Description
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

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.

➤ *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

➢ *Missing or Late Submissions*
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. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence. https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1

➢ *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.

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Academic Misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy

Additional information is available on the Academic Integrity Website at: https://ucalgary.ca/student-services/student-success/learning/academic-integrity

Academic Accommodation
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf

Research Ethics
Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board (https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb) or the Conjoint Health Research Ethics Board https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies
https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350

Instructor Intellectual Property
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts

of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act

Copyright Legislation
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy.

Sexual and Gender-Based Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

Other Important Information
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
•   Wellness and Mental Health Resources
•   Student Success
•   Student Ombuds Office
•   Student Union (SU) Information
•   Graduate Students' Association (GSA) Information
•   Emergency Evacuation/Assembly Points
•   Safewalk

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

Education Students Association (ESA) President for the academic year is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.