EDUC 420: Issues in Learning and Teaching (Online)
Fall 2023

Section	Instructor	Delivery	Synchronous Sessions		Email
L02	Verena Roberts	Online	R	16:30 – 18:00 ♦ See dates below	verena.roberts@ucalgary.ca
L03	Robin Persad	Online	R	18:00 – 19:30 ♦ See dates below	robin.persad@ucalgary.ca
L04	Lyliam (Lili) Jardine	Online	R	16:30 – 18:00 ♦ See dates below	lyliam.jardine@ucalgary.ca

R: Thursdays

♦ Synchronous Zoom Dates	Sep-7	Sep-21	Oct-5	Oct-26	Nov-2	Nov-9	Nov-23	Nov-30

Class Dates September 5 to December 6, 2023.

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

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

Office Hours By appointment only.

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

COURSE DESCRIPTION

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

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

Across these four moments, particular attention will be paid to the vocabularies of learning and teaching that arose as researchers and educators grappled with emergent needs and sensibilities – oriented by the recognition that the terms used to refer to aspects of education are both descriptions and prescriptions. It thus makes sense to try to figure out

what an educator in the 1600s might have had in mind when choosing to characterize the work of teaching in terms of edifying, impregnating, or instructing. Something specific was being flagged, some deep beliefs about learning and knowledge were being asserted, and a particular set of actions was being recommended.

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

Key Understandings

1. 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.
2. The notion of overlapping moments/sensibilities can serve as a useful lens for contemporary issues and debates around the project of modern schooling.
3. Implicit and explicit perspectives on knowledge/knowing and learning give rise to many and varied conceptions of teaching.
4. Varied vocabularies of teaching are not innocent; descriptions carry prescriptions.
5. Most of what you know operates on the tacit, embodied level, and so transformative teaching practice involves difficult, critical, and ongoing analysis of what has come to be taken for granted.

LEARNER OUTCOMES

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

COURSE DESIGN AND DELIVERY

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

REQUIRED RESOURCES

Davis, B., Sumara, D., & Luce-Kapler, R. (2015). *Engaging minds: Cultures of education and practices of teaching* (3rd ed.). Routledge.
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=2038974
Note: The text will be supplemented with highly recommended viewings of several TED Talks, available online.

ADDITIONAL RESOURCES

Additional online readings may also be required, depending on emergent discussions.

LEARNING TASKS OVERVIEW

Learning Task (LT)	Description of Learning Task	Group / Individual	Weight	Due Date
LT1: Moment Presentation/Facilitation	Digital group presentation on one of Moments 2-4 to be posted and facilitated on D2L.	Group	30%	Monday, Oct-2
LT2: Four Moments in Context Visual	Visual representation of the way in which a metaphor of education in the home community relates to the four moments.	Individual	20%	Friday, Nov 10
LT3: Philosophy of Teaching Story Project	Digital storytelling video / presentation to expand on the Four Moments in Context Visual.	Individual	30%	Monday, Dec-4
LT4: Participation on D2L	Timely and thought-provoking posts/reflections/peer assessments on D2L.	Individual	20%	Ongoing

WEEKLY COURSE SCHEDULE

The following schedule provides an overview of the topics, activities, and readings to be taken up as you begin to examine the four moments related to this course. Provided in the schedule are *Reading Focus* points for each moment. Use these to guide your reading. Also listed are three Ted Talks chosen to contextualize the readings provided. Portions of the Ted Talks may be utilized in the presentations on each moment, but you may wish to preview for better understanding. The following schedule may change in response to student needs and emerging issues.

Date	Topic	Readings and Tasks	Due Dates
Week 1 Sep. 5 – 8	Course Overview and Moment 1 – Standardized Education	**Zoom Session #1**: Course overview **Weekly task:** 1. Read Moment 1 – Standardized Education in Davis et al. (2016). **Reading Focus for Moment 1:** 1.1. The Emergence of Standardized Education – From gnosis to episteme and the invention of modern schooling 1.2. Knowledge and Learning in Standardized Education – Knowledge as object and the invention of the normal child 1.3. Teaching and Standardized Education – Teaching as instructing/delivering and consulting the research **Viewing for Moment 1:** 1.1. Erin McKean (2012) – Redefines the Dictionary: https://www.youtube.com/watch?v=ov-Sh8UDnhU 1.2. James Geary (2009) - Metaphorically Speaking: https://www.ted.com/talks/james_geary_metaphorically_speaking 1.3. Salman Khan (2011) - Let's Use Video to Reinvent Education: http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education?language=en	Thursday, Sep. 7, 2023 (Zoom)

Date	Topic	Readings and Tasks	Due Dates
Week 1 (continuation)		**Discussion Board:** Post an introduction of yourself on the Discussion Board under Introductions. Where are you from and what do you hope to do when you complete your Bachelor of Education degree?	Introduction Discussion Board post – Friday, Sep. 8, 2023
Week 2 Sep. 11 – 15	Moment 1	**Tasks to be completed this week:** 1. Review presentation for Moment 1 posted on D2L. 2. Read Moment 2, 3, or 4 as assigned. 3. Work on Learning Task 1 (LT1). **Reading Focus for Moment 2: to be completed by those presenting on Moment 2** 1. The Emergence of Authentic Education – Scientific (re)evolution and the rise of authenticity in education. 2. Knowledge and Learning in Authentic Education – From "knowledge" to "knowing" and learning as coherence-making. 3. Teaching and Authentic Education – Less teaching = more teaching and the inquiry method. **Viewing for Moment 2: for use by those presenting on Moment 2** 1. Sir Ken Robinson (2006) – Do Schools Kill Creativity? http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en 2. Beau Lotto (2009) – Optical Illusions Show How We See: http://www.ted.com/talks/beau_lotto_optical_illusions_show_how_we_see?language=en 3. Temple Grandin (2010) – The World Needs All Kinds of Minds: http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds?language=en **Reading Focus for Moment 3: to be completed by those presenting on Moment 3** 1. The Emergence of Democratic Citizenship Education – $Partial_1$: necessarily incomplete and $Partial_2$: necessarily biased. 2. Knowledge and Learning in Democratic Citizenship Education – Knowing and social constructions and distributed and situated knowing. 3. Teaching and Democratic Citizenship Education – Participatory pedagogy and critical pedagogy.	

Date	Topic	Readings and Tasks	Due Dates
Week 2 (continuation)		**Viewing for Moment 3: for use by those presenting on Moment 3** 1. Thomas Thwaites (2011) – How I Built a Toaster from Scratch: https://www.youtube.com/watch?v=5ODzO7Lz_pw 2. Aimee Mullins (2009) – The Opportunity of Adversity: http://www.ted.com/talks/aimee_mullins_the_opportunity_of_adversity?language=en 3. Sugata Mitra (2010) – The Child-Driven Education: http://www.ted.com/talks/sugata_mitra_the_child_driven_education?language=en **Reading Focus for Moment 4: to be completed by those presenting on Moment 4** 1. The Emergence of Systemic Sustainability Education – Complexity theory/science/thinking and re(dis)covery of more-than-human. 2. Knowledge and Learning in Systemic Sustainability Education – Necessary transdisciplinarity and learning as consciousness. 3. Teaching and Systemic Sustainability Education – Teaching as occasioning and education as infinite game. **Viewing for Moment 4: for use by those presenting on Moment 4** 1. Eric Berlow (2010) – How Complexity Leads to Simplicity: https://www.ted.com/talks/eric_berlow_how_complexity_leads_to_simplicity 2. Ray Kurzweil (2014) – Get Ready for Hybrid Thinking: https://www.ted.com/talks/ray_kurzweil_get_ready_for_hybrid_thinking?language=en 3. Janine Benyus (2005) – Shares Nature's Designs: https://www.ted.com/talks/janine_benyus_biomimicry_s_surprising_lessons_from_nature_s_engineers **Discussion Board:** Post your thoughts on Standardized Education in your community on the Discussion Board under Moment 1 – Standardized Education. Be sure to follow the instructions posted on the Discussion Board.	Wednesday, Sep. 13, 2023 Discussion Board post for assigned reading (Moment 1).

Date	Topic	Readings and Tasks	Due Dates
Week 3 Sep. 18 – 22	Overview: Moments in Education	**Zoom Session #2:** 1. Contrast the different moments and discuss implications for teaching. This should inform Learning Task 1 (LT1). 2. Complete the tasks below. **Tasks to be completed this week:** 1. Work on LT1 2. Meet/Connect with your group (at your chosen time). **Discussion Board:** Instructor led discussion board topics.	Thursday, Sep. 21, 2023 (Zoom) Wednesday, Sep. 20, 2023 Discussion Board post.
Week 4 Sep. 25 – 29	Overview: Moments in Education	**Tasks to be completed this week:** 1. Work on LT1 – Presentation on Moment 2, 3 or 4 as assigned (Due in Dropbox on Monday, Oct. 2, 2023, by 8:00 am MST) **Discussion Board:** Instructor-led discussion board topics.	**LT1: Due** Monday, Oct. 2, 2023 Wednesday, Sep. 27, 2023 Discussion Board post.
Week 5 Oct. 2 – 6	Moment 2 – Authentic Education	**Zoom Session #3** 1. Have a conversation on preparing for field experience. a. Where might I see the four moments at play? b. How do my observations play into LT2 and LT3? 2. Discuss LT2 and brainstorm ideas for LT2. **Tasks to be completed this week:** 1. Review the presentation for Moment 2 – Authentic Education. Please note that *the instructor* will post this presentation to the Discussion Board under Moment 2 – Authentic Education and it will appear on Tuesday, October 3, 2023, by 10:00am MST. **Discussion Board:** Respond to the Moment 2 presentation. See the Discussion Board under Moment 2 – Authentic Education for questions to guide your response. The Moment 2 presentation team will facilitate the conversation.	Thursday, Oct. 5, 2023 (Zoom) Wednesday, Oct. 4, 2023 Discussion Board post on Moment 2
**Field Experience I** Oct. 10 – 20, 2023		

Date	Topic	Readings and Tasks	Due Dates
Week 6 Oct. 23 – 27	Moment 3 – Democratic Citizenship Education	**Zoom Session #4:** 1. Reflect about the field experience. a. Create connections to all the Moments. 2. Share ideas for LT2 and work on LT2. **Tasks to be completed this week:** 1. Review the presentation for Moment 3 – Democratic Citizenship Education. Please note that *the instructor* will post this presentation to the Discussion Board under Moment 3 – Democratic Citizenship Education. **Discussion Board:** Respond to the Moment 3 presentation. See the Discussion Board under Moment 3 – Democratic Citizenship Education for questions to guide your response. The Moment 3 presentation team will facilitate the conversation.	Thursday, Oct. 26, 2023 (Zoom) Wednesday, Oct. 25, 2023 Discussion Board post on Moment 3
Week 7 Oct. 30 – Nov. 3	Moment 4 – Systemic Sustainability Education	**Zoom Session #5:** 1. Connect to Zoom to ask questions about LT2. 2. Work on LT2. **Tasks to be completed this week:** 1. Review the presentation for Moment 4 – Systemic Sustainability Education. Please note that *the instructor* will post this presentation to the Discussion Board under Moment 4 – Systemic Sustainability Education. **Discussion Board:** Respond to the Moment 4 presentation. See the Discussion Board under Moment 4 – Systemic Sustainability Education for questions to guide your response. The Moment 4 presentation team will facilitate the conversation.	Thursday, Nov. 2, 2023 (Zoom) Wednesday, Nov. 1, 2023 Discussion Board post on Moment 4
Week 8 Nov. 6 – 10	The Four Moments in Context Completing LT2 Feedback for LT2	**Zoom Session #6:** 1. Connect to Zoom to ask questions about LT2. 2. Work on LT2. **Tasks to be completed this week:** 1. Submit Learning Task 2 (LT2): Due Friday, November 10, 2023, at 11:30pm MST. **Discussion Board:** Upload your LT2 project into the LT2 Group Discussion for feedback when you upload to D2L.	Thursday, Nov. 9, 2023 (Zoom) **LT2: Due** Friday, Nov. 10, 2023 in Dropbox D2L.

Date	Topic	Readings and Tasks	Due Dates
**Term Break** Nov. 13 – 17, 2023			
Week 9 Nov. 20 – 24	Four Moments in Context Completing LT3	**Zoom Session #7:** 1. Discuss LT3. 2. Complete tasks below. **Tasks to be completed this week:** 1. Review and Discussion of Four Moments in Context – Large Group Activity. 2. Review and Practice with Digital Storytelling Resources/ Digital Tools. 3. Develop a personal philosophy of teaching. **Discussion Board:** Review and respond to a minimum of two visuals (LT2s) prepared by your peers by Wednesday, Nov. 22, 2023.	Thursday, Nov. 23, 2023 (Zoom) Wednesday, Nov. 22, 2023, Discussion Board post on visuals (LT2).
Week 10 Nov. 27 – Dec. 1	Completing LT3	**Zoom Session #8:** 1. Connect to Zoom to ask questions about LT3. 2. Work on LT3. **Tasks to be completed this week:** 1. Work on LT3 – Teaching Philosophy Story Project (Due in Dropbox on Dec 4, 2023, by 11:30pm MST). **Discussion Board:** No Discussion Board items due this week.	Thursday, Nov. 30, 2023 (Zoom)
Week 11 Dec. 4 – 6	Completing LT3	**Tasks to be completed this week:** 1. Work on LT3 – Teaching Philosophy Story Project (Due in Dropbox on Dec. 4, 2023, by 11:30pm MST). 2. Post your LT3: to the LT3 Projects by Monday, Dec. 4, 2023, at 11:30pm MST and to the LT3 - Philosophy of Teaching Group Discussion. 3. Review and respond to a minimum of two LT3 - Philosophy of Teaching Project Stories posted by your peers by Wednesday, Dec. 6, 2023, at 11:30pm MST. **Discussion Board:** See the Discussion Board under LT3 - Philosophy of Teaching Story Projects for questions designed to guide your response on the stories created by your peers. Please connect your responses directly to the course topics.	**LT3: Due** Monday, Dec. 4, 2023 in Dropbox D2L Wednesday, Dec. 6, 2023, Discussion Board on LT3.

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT

There are 4 required Learning Tasks for this course.

1. **LEARNING TASK 1: Moment Presentation / Facilitation – DUE: Sunday, October 1, 2023**

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

   1. Provide a concise, point form summary of the major concepts in the chapter in a PowerPoint or Prezi presentation of between nine (9) and twelve (12) slides. Students are encouraged to reference the Reading Focus points listed in Week 2 of the Course Schedule to assist in concisely summarizing the information. Students are also encouraged to include visuals and to other means of presenting information as well as text.

   2. Describe the moment in contrast to the other moment and discuss implications for education, including issues in teaching and learning, with illustrating examples.

   3. Provide a contextual link to current thought using the Ted Talks provided in the Viewing Focus points listed under Week 2 in the Course Schedule. Consider how these videos speak to the educational sensibilities of the moment with which they are associated. This should be done in one (1) to three (3) slides.

   4. Consider evidence from your own education or from the community in which you live. Reflect on the ways in which you have or have not been subject to the educational ideals espoused by the moment you are presenting. This should be done in one (1) to two (2) slides.

   5. Present three (3) to five (5) questions for your peers to consider as they respond to your presentation.

   6. Correctly cite any works used, including the text, and any images you may use using APA.

   7. Over the course of the week, each member of the group will facilitate the discussion by responding to the posts left by peers and by drawing conclusions and posing further questions based on those posts.

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CRITERIA FOR ASSESSMENT OF LEARNING TASK 1
LT1: Grading Rubric for the Moment Presentation/Online Facilitation Task
Note: All group members will get the same grade unless evidence suggests this is inappropriate.

LT1 Criteria	Expert: 5	Practitioner: 4	Apprentice: 3	Novice: 2	Incomplete: 1
Criteria	**Criteria exceptionally met and exceeded. Work is extraordinary, innovative and unique in multiple ways.**	**Criteria met.**	**Criteria somewhat met.**	**Criteria limited and/or lacking.**	**Acknowledgement of submission. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your presentation. In such instances, a maximum grade of 11/15 can be earned.**
Content (5pts) Quality of understanding demonstrated	The **ppt presentation** demonstrated evidence of clear and deep understanding and insight in terms of core course (topic focused) issues and concepts. The **ppt notes and details** connected and expanded from the textbook by including details like cartoons/visuals/videos/links from a variety of different media. The **additional examples** expanded upon the topic ideas and presented multiple new and innovative ideas. There were 3 or more examples directly from the	The **ppt presentation** demonstrated evidence of clear and very good understanding and insight in terms of core course (topic focused) issues and concepts. The **ppt notes and details** connected and expanded from the textbook in one or more ways by including details like cartoons/visuals/videos/links. The **additional examples** expanded upon the topic ideas and presented a few new and innovative ideas. There were 2 or more examples directly from the text that were well	The **ppt presentation** demonstrated some evidence of understanding and insight in terms of core course (topic focused) issues and concepts. The **ppt notes and details** connected directly from the textbook in one or more ways by including details like cartoons/visuals/videos/link. The **additional examples** explained the key topics and ideas in more detail.	The **ppt presentation** demonstrated limited evidence of understanding and insight in terms of core course (topic focused) issues and concepts. The **ppt notes and details** did not always connect directly from the textbook in one or more ways by including details like cartoons/visuals/videos/link. The **additional examples** did not explain the key topics and ideas in more detail.	The **ppt presentation** did not demonstrate evidence of understanding and insight in terms of core course (topic focused) issues and concepts. The **group** will be asked to redo the assignment.

LT1 Criteria	Expert: 5	Practitioner: 4	Apprentice: 3	Novice: 2	Incomplete: 1
	text that were exceptionally well explained within the ppt.	explained within the ppt.			
Pedagogical Considerations (5pts) Attentive to peers	The **presentation is "designed to** teach and provide individual learning connections." It moves beyond simple reporting to engage and challenge its audience. The presentation included exemplary and **innovative interactive** activities which were facilitated with throughout the week.	The **presentation is "designed to** teach". The presentation provided very good interactive activities to engage the fellow learners which were facilitated throughout the week in a timely manner and encouraged **very good discussions**.	The **presentation is "designed to** teach". The presentation provided basic interactive activities to engage the fellow learners which were facilitated throughout the week in some way and encouraged **limited discussions**.	The **presentation is "designed to** present ideas or content" The presentation provided few or no interactive activities to engage the fellow learners and no activities were facilitated throughout the week. There were **few or limited discussions** between the presenting group and other students.	The **presentation was not designed** to teach other students, to be interactive or engage the fellow students in the learning process. Facilitation is inconsistent and hinders the growth of the conversation.
	Evidence of two questions from the ppt that connected directly to the topic and encourage other student participants to expand on their own ideas and understanding. **Facilitation of weekly questions** provided multiple ways for other students to connect and engage with the weekly topic. Weekly presentation facilitation demonstrated **all group members** own ideas and	**Evidence of two questions** for fellow students to answer from the ppt that connected in some way to the topic which encouraged other students to discuss the topic and describe their understanding. **Facilitation of weekly questions** provided multiple ways for other students to connect and engage with the weekly topic. Weekly presentation facilitation demonstrated **some** of the **group members** own	**There were few or limited questions** from the ppt that connected in any way to the topic which encouraged other students to discuss the topic and describe their understanding. **Facilitation of weekly questions** provided some ways for other students to connect and engage with the weekly topic. Weekly presentation facilitation demonstrated **some** of the **group members** own	**There was limited or no evidence of questions** from the ppt that connected in any way to the topic which encouraged other students to discuss the topic. **Facilitation of weekly questions** provided limited ways for other students to connect and engage with the weekly topic. Weekly presentation facilitation demonstrated **some** of the **group members** own ideas and weak	The **group** will be asked to redo the assignment.

LT1 Criteria	Expert: 5	Practitioner: 4	Apprentice: 3	Novice: 2	Incomplete: 1
	understanding of topic.	ideas and understanding of topic.	ideas and understanding of topic.	understanding of topic	
Presentation (5pts) **Quality of Composition**	The **ppt design** was clear and well designed with concise, clear, clean wording and visuals. A visually appealing **ppt template** was chosen to connect to the topic. The **colours and fonts** within the presentation were also connected to the topic. **References** are correctly cited using APA7. (There are no mistakes with APA7).	The **ppt design** was very good and usually used concise, clear, clean wording and visuals. A **ppt template** was chosen to connect to the topic. **Colours and fonts** within the presentation mostly connect to the topic. **References** are correctly cited using APA7. (There are 2 or more mistakes with APA7).	The **ppt design** was good and attempted to use concise, clear, clean wording and visuals. A **ppt template** was not chosen to connect to the topic. **Colours and fonts** within the presentation attempted to connect to the topic, but there may have been some confusion or design errors. **References** are correctly cited using APA7. (There are a variety of mistakes with APA7)	The **ppt design** very good and attempted to use concise, clear, clean wording. A **ppt template** was chosen to connect to the topic. **Colours and fonts** within the presentation attempted to connect to the topic. **References** are correctly cited using APA7. (There are multiple mistakes with APA7)	The **ppt design** was unclear and not well designed. There are multiple errors with **APA7**. The **group** will be asked to redo the assignment.

2. LEARNING TASK 2: Four Moments in Context Visual – DUE: Friday, November 9, 2023

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

There are five principal constraints on this task:

1. It must be focused on an image or object that will stand as a metaphor for education in your community.
2. A maximum of 400 words is permitted on the visual (not including references).
3. The visual must be compared and contrasted to all four moments, demonstrating how this object or image has survived the test of time in your community.

4. It must be in a format that can be posted to D2L and it must be stand-alone, meaning it is not a multiple page presentation, but a one-page document dominated by the visual.

5. It must attend to context. Be clear about why this image or object is significant to education in your community specifically and to your community more generally.

6. Be cognizant of visual appeal and clarity.

7. Include your reference list separately as part of your initial post on D2L.

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

Submission – Please submit your visual to the Dropbox entitled LT2 - Four Moments in Context Visual by 11:30pm MST on Sunday, November 12, 2023. Post your Four Moments in Context Visual to the Four Moments in Context Visual Discussion Board by Wednesday, November 15, 2023, at 11:30pm MST.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2
LT2: Grading Rubric for the Four Moments in Context Visual

LT2 Criteria	Expert: 5	Practitioner: 4	Apprentice: 3	Novice: 2	Incomplete: 1
Criteria	**Criteria exceptionally met and exceeded. Work is extraordinary, innovative and unique in multiple ways.**	**Criteria met.**	**Criteria somewhat met.**	**Criteria limited and/or lacking.**	**Acknowledgement of submission. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your poster. In such instances, a maximum grade of 11/15 can be earned.**
Content (5pts) Quality of Understanding Demonstrated The visual evidence clarity of understanding and insight in terms of core course issues and concepts.	**Criteria** exceptionally met. **Work** is extraordinary. The work displays sophisticated cogent understandings/ analyses. **Challenging and significant ideas and/or interpretations** are developed with insight, depth, and originality.	**Criteria** met. These are good efforts demonstrating competent, clear, cogent understandings/ analyses. The **interpretations** reflect the intentions of the assignment and are focused.	**Criteria** somewhat met. The **work** is short of fully satisfying the particular criterion. However, deficiencies are minimal and do not significantly compromise the overall quality of the work.	**Limited.** These are problematic efforts, demonstrating fragmented understandings or weak analyses. The **interpretations** may not reflect the intentions of the assignment and/or may not be clearly focused and/or written. Should you	Acknowledgement of submission. These efforts do not demonstrate understanding or analysis. The submission may not reflect the intentions of the assignment, and/or may be unfocused, and/or may be poorly written, and/or incorrectly cited.

LT2 Criteria	Expert: 5	Practitioner: 4	Apprentice: 3	Novice: 2	Incomplete: 1
	The **visual** is connected through a sophisticated metaphor to all four moments. It stands as superior and exemplary.	The **visual** is connected clearly to all four moments. .	The **visual** is connected to all four moments although clarity may be an issue.	receive an initial grade in this range, you will be provided with feedback and invited to revise your visual. In such instances, a maximum grade of 11/15 can be earned.	
Pedagogical Considerations (5pts) Attentive to peers The visual is "designed to teach." It moves beyond simple reporting to engage and challenge its audience.	The **visual** moved beyond reporting and used exemplary methods, such as metaphors or images and strategies for engagement.	The **visual** moved beyond reporting and used effective methods, such as metaphors or images and strategies for engagement.	The **visual** attempted to move beyond reporting and used methods, such as metaphors or images and strategies for engagement.	The **visual** did not move beyond reporting and did not use methods, such as metaphors or images and strategies for engagement.	The **visual** lacked methods, such as metaphors or images and strategies for engagement.
Presentation (5pts) Quality of Composition Concise, clear, clean wording. References (if used) are correctly cited.	The **visual** is clear and well designed with concise, clear, clean wording. **References** are correctly cited using APA7 and posted separately on D2L. There are no mistakes with APA7.	The **visual** is well designed and usually used concise, clear, clean wording and visuals. **References** are mostly cited correctly using APA7 and posted separately on D2L. There are 2 or more mistakes with APA7.	The **visual** is good and attempted to use concise, clear, clean wording and visuals. **References** are rarely cited correctly using APA7 and posted separately on D2L. There are a variety of mistakes with APA7.	The **visual** lacks coherent design and does not use clear, clean wording. **References** are correctly cited using APA7 and posted separately on D2L. There are multiple mistakes with APA7.	The **visual** is unclear and not well designed. There are multiple errors with APA7.

3. LEARNING TASK 3: Philosophy of Teaching Story Project – DUE: Monday, December 4, 2023

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

This assignment involves "digital storytelling" – a medium wherein the teller has significant control over viewer attention through, for example, the pacing of information, zooming in and out, and provocative-but-conceptually-

appropriate images. Effective products require the composer to engage in a recursive process of planning and revision. Because this is a media-rich space, there will also be a requirement for the ethical and permissible use of images, music, and narrative. In the University's eyes, similar policies to print plagiarism apply to digital plagiarism. You will have two choices in how this assignment is completed, based on your comfort level with and the availability of technology.

Option A: 2-Minute Video

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

1. Create a script or a storyboard around the visual metaphor you chose in Task #2. Choose one moment upon which you will elaborate and delve deeply into the way your visual stands as both a metaphor for education in connection to your personal philosophy of teaching.
2. Find or take powerful video images in the form of a movie to explore more deeply your metaphor.
3. Collect the video images and import them into a digital video software application such as Mac iMovie, ZOOM, or Windows Movie Maker.
4. Add effects and transitions.
5. Record voice narration and, if desired, add music soundtrack and/or sound effects.
6. Revise and edit.
7. Please try to ensure your video is not more than 100MB in size.

Option B: Digital Storytelling with Photos

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

1. Create a script or a storyboard around the visual metaphor you chose in Task #2. Choose one moment upon which you will elaborate and delve deeply into the way your visual stands as both a metaphor for education in connection to your personal philosophy of teaching.
2. Find or take powerful photo images in the form of a story to explore more deeply your metaphor.
3. Collect the photo images and import them into Google Slides, PowerPoint, or Prezi.
4. Add effects and transitions.
5. Record voice narration and, if desired, add music soundtrack and/or sound effects.
6. Revise and edit.
7. Please try to ensure your video is not more than 100MB in size.

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

Submission – Please submit your presentation to the Dropbox entitled LT3 - Philosophy of Teaching Story Project by 11:30 pm MST on Monday, December 4, 2022. In addition, please post your Philosophy of Teaching Project to the Discussion Board under Philosophy of Teaching Story Projects by Wednesday, December 6, 2024, at 11:30 pm MST.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3
LT3: Grading Rubric for the Philosophy of Teaching Story Project

LT3 Criteria	Expert: 5	Practitioner: 4	Apprentice: 3	Novice: 2	Incomplete: 1
Criteria	**Criteria exceptionally met and exceeded. Work is extraordinary, innovative and unique in multiple ways.**	**Criteria met.**	**Criteria somewhat met.**	**Criteria limited and/or lacking.**	**Acknowledgement of submission. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your video. In such instances, a maximum grade of 15/20 can be earned.**
Content (5pts) Quality of Understanding Demonstrated of Course Topics and Key Concepts	The **story** demonstrated evidence of clear and deep understanding and insight in terms of core course topics, issues and concepts. The work displays sophisticated cogent understandings/ analyses.	The **story** demonstrated evidence of clear and very good understanding and insight in terms of core course (topic focused) issues and concepts.	The **story** demonstrated some evidence of clear and very good understanding and insight in terms of core course (topic focused) issues and concepts.	The **story** demonstrated limited evidence of clear understanding and insight in terms of core course (topic focused) issues and concepts.	The **story** did not demonstrate evidence of understanding and insight in terms of core course (topic focused) issues and concepts.
	There is a significant **extension of the metaphor** with regard to one moment in particular. The **interpretations** reflected and exceeded the intentions of the assignment and were expanded upon and/or written in innovative and new ways.	There is some **extension of the metaphor** with regard to one moment in particular. The **interpretations** did reflect the intentions of the assignment and were expanded upon and/or written upon in some way.	There is a **connection to the metaphor** with regard to one moment in particular. The **interpretations** did reflect some of the intentions of the assignment and attempts to expand upon and/or write upon them in some way.	There is a limited **connection to the metaphor** with regard to one moment in particular. The **interpretations** reflected limited intentions of the assignment and attempts to expand upon and/or write upon them in some way.	There is no limited **connection to the metaphor** with regard to one moment in particular. The **interpretations** did not reflect the intentions of the assignment and did not be clearly focused and/or written. The student will be asked to redo the assignment.
	The **storyline** is connected and	The **storyline** is connected from	The **storyline** is connected from	The **storyline** is connected from	

LT3 Criteria	Expert: 5	Practitioner: 4	Apprentice: 3	Novice: 2	Incomplete: 1
	expanded from the textbook/course topics in multiple (3 +) new unique and or innovative ways. There were 3 or more direct connections to the text/course topics that were exceptionally well explained within the story.	textbook/course topics in multiple (2 + ways). There were 2 or more direct connections to the text/course topics that were well explained within the story.	textbook/course topics in at least one way. There was at least one connection to the text/course topics explained within the story.	textbook/course topics in limited ways. There were limited connections to the text/course topics explained within the story.	
Personal Connection to Course Topics and Key Concepts – Personal Teaching Philosophy (5pts)	The **personal connection to a specific moment** from the textbook is accurately and innovatively expanded upon in detail thorough evidence of deep reflective practice.	The **personal connection to a specific moment** from the textbook is clearly expanded upon with evidence of reflective practice.	The **personal connection to a specific moment** from the textbook is expanded upon in the story in some way.	The **personal connection to a specific moment** from the textbook is expanded upon in the story in limited or confusing way.	The **personal connection to a specific moment** from the textbook is not expanded upon in the story.
	The **personal philosophy of teaching** is clearly identified through multiple (3 or more) connections to the course content and specific moment(s).	The **personal philosophy of teaching** is identified through 2 or more connections to the course content and specific moment(s).	The **personal philosophy of teaching** is identified through a connection to the course content and specific moment(s).	The **personal philosophy of teaching** is confusing and not well connected to the course content and specific moment(s).	The **personal philosophy of teaching** is not identified through connection to the course content and specific moment(s).
Pedagogical Considerations (5pts) Connection to Audience	The **story** is engaging and sophisticated and could be used to share as an example of student learning for future professional opportunities. It stands as superior and exemplary. It moves beyond a simple story to engage and challenge its	The **story** is engaging and easy to follow. The material is clearly and cleanly written and could be used for future professional opportunities. It could be used as a template or example for others to follow. It is a detailed story for an educational context/audience	The **story** is clear and easy to follow. The material is clearly and cleanly written and could be used for future professional opportunities. It is a story for an educational context/audience that describes the key ideas/concepts from the course in a mostly clear and	The personal connection to a specific moment(s) from the textbook is/are expanded upon in the **story** in some way. The personal philosophy of teaching is identified through 1 connection to the course content and specific moment(s).	The **story** is often unclear and not easy to follow. The material is often not clearly and cleanly written and would need edits before being used for future professional opportunities. It is a weak and confusing story for an educational context/ audience that weakly

LT3 Criteria	Expert: 5	Practitioner: 4	Apprentice: 3	Novice: 2	Incomplete: 1
	educational audience to expand on their ideas or think about learning and teaching in a new way. It is a story that includes exceptionally well-chosen images, colours, and visual representations.	that describes the key ideas/concepts from the course in a very clear and efficient manner using images, colours, and visual representations.	efficient manner using images, colours, and visual representations.		describes the key ideas/ concepts from the course using images, colours, and visual representations.
Presentation (5pts) Quality of Composition	The **story design** was exceptionally clear and well designed with concise, clear, clean wording and visuals (No grammar or visual design errors). An innovative and unique **visually appealing story** template was chosen to connect to the topic in multiple (more than 3). The **colours and fonts** within the presentation were also connected to the topic. Evidence of use of exceptionally well chosen images, colours and visual representations. **CC licensing** considered. **References** are correctly cited using APA7. (There are no mistakes with APA7).	The **story design** was very clear and well designed with concise, clear, clean wording and visuals (Few grammar or visual design errors – less than 2) A **visually appealing story** template was chosen to connect to the topic. The **colours and fonts** within the presentation were also connected to the topic in 2+ ways. Evidence of use of well chosen images, colours and visual representations. **CC licensing** considered. **References** are correctly cited using APA7. (There are 1-2 mistakes with APA7.	The **story design** was clear and designed with clear wording and visuals (Few grammar or visual design errors) A **visually appealing story** template was chosen to connect to the topic. The **colours and fonts** within the presentation were also connected to the topic in 2+ ways. Evidence of use of well chosen images, colours and visual representations. **CC licensing** considered. **References** are correctly cited using APA7. (There are 3-4 mistakes with APA7).	The **story design** weak and attempted to use concise, clear, clean wording. (There are multiple grammar or visual design errors). The intention and placement of the images, colours and **visual representations** is confusing. **Colours and fonts** within the presentation attempted to connect to the topic. **References** might not always be well used or cited. There are multiple (4+) mistakes with APA7	The **story design** did not attempt to use concise, clear, clean wording. (There are multiple grammar or visual design errors). The intention and placement of the images, colours and **visual representations** is confusing. **Colours and fonts** within the presentation did not attempt to connect to the topic. There are multiple mistakes with APA7 (5+).

4. **LEARNING TASK 4: Participation on D2L – DUE: Ongoing**

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

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

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4
LT4: Grading Rubric for Participation on D2L

LT4 Criteria	Expert: 5	Practitioner: 4	Apprentice: 3	Novice: 2	Incomplete: 1
Criteria	**Criteria exceptionally met and exceeded. Work is extraordinary, innovative and unique in multiple ways.**	**Criteria met.**	**Criteria somewhat met.**	**Criteria limited and/or lacking.**	**Acknowledgement of submission. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your presentation. In such instances, a maximum grade of 11/15 can be earned.**
Content (5pts) Demonstration of Understanding of Course Topics/Content	The **posts** demonstrated evidence of clear and deep understanding and insight in terms of core course topics, issues and concepts. The work displays sophisticated cogent **understandings**/analyses. The **interpretations** reflected and exceeded the intentions of discussions and	The **posts** demonstrated evidence of very good understanding and insight in terms of core course topics, issues and concepts. The **interpretations** of the posts described the intentions of discussions and were sometimes expanded upon and/or written in innovative and new ways.	The **posts** demonstrated evidence of understanding and insight in terms of core course topics, issues and concepts. The **interpretations** of the posts sometimes described the intentions of the discussions.	The **posts** demonstrated limited evidence of understanding and insight in terms of core course topics, issues and concepts. The **interpretations** of the posts were often confusing and sometimes described the intentions of the discussions.	The discussion **posts** did not demonstrate evidence of **understanding** and insight in terms of core course (topic focused) issues and concepts or connect to the course textbook.

LT4 Criteria	Expert: 5	Practitioner: 4	Apprentice: 3	Novice: 2	Incomplete: 1
	were expanded upon and/or written in innovative and new ways. The posts directly **connected and expanded** upon the textbook/course topics in multiple new unique and or innovative ways in every discussion.	The posts **connected and expanded** upon the textbook/course topics in every discussion.	The posts sometimes **connected** upon the textbook/course topics in almost every discussion.	The posts sometimes **connected** upon the textbook/course topics.	
Building Knowledge (5pts) **Evidence of Contributing to a Learning Community**	The **posts attract attention and/or invite engagement** by expanding upon ideas, adding additional media/ links from outside the course and provoking/ challenging the discussion in thoughtful ways. There are multiple suggestions for improvement and questions to further the work/conversation.	The **posts invite some engagement** by answering questions, describing the key concepts and considering additional media/ links from outside the course to expand upon the discussion.	The **posts attempt to invite engagement** by answering some questions, describing some of the key concepts. The posts sometimes have additional media/ links from outside the course to expand upon the discussion.	The **posts invite engagement** by answering questions, describing the key concepts and considering additional media/ links from outside the course to expand upon the discussion in a limited way.	The **posts do not invite engagement** by answering questions, describing the key concepts and considering additional media/ links from outside the course to expand upon the discussion.
	The **posts are always respectful** and acknowledge alternate opinions and perspectives in authentic, relevant and in meaningful ways.	The **posts are respectful** and acknowledge alternate opinions in meaningful ways. There are some suggestions for improvement and questions to further the work/conversation.	The **posts are not always respectful** and acknowledge alternate opinions in meaningful ways. There are a few suggestions for improvement and some questions to further the work/conversation.	**Some of the posts could be considered disrespectful** and do not acknowledge alternate opinions in meaningful ways. There are limited suggestions for improvement and few questions to further the work/conversation.	**Many posts could be considered disrespectful** and do not acknowledge alternate opinions in meaningful ways. There are no suggestions for improvement and no questions to further the work/conversation.
	The posts accepted feedback very well and replies demonstrate evidence of reflective practice.	**The posts accept feedback well** and replies demonstrate some evidence of reflective practice.	**The posts do not always accept feedback very well** and replies sometimes demonstrate some	**The posts do not accept feedback well** and replies demonstrate limited evidence of reflective practice.	**The posts do not accept feedback well** and replies demonstrate no evidence of reflective practice.

LT4 Criteria	Expert: 5	Practitioner: 4	Apprentice: 3	Novice: 2	Incomplete: 1
			evidence of reflective practice.		
Quality of Posts (5) **Evidence of Proper Grammar, References & Composition**	The posts are **grammatically correct** and easy to understand. **Posts do not exceed 500 words**. There are no **grammatical errors**. The posts are always **timely** and occurring within the week they are expected. **References** are correctly cited using APA7. (There are no mistakes with APA7).	The posts are **grammatically correct** and easy to understand. **Posts generally do not exceed 500 words**. There are few **grammatical errors (3 or less)**. The posts are **timely** and occurring within the week they are expected. **References** are correctly cited using APA7. There are few (2 or less) mistakes with APA7.	The posts are **grammatically correct** and easy to understand. **Posts are about 500 words**. There are few **grammatical errors (2 or less)**. The posts are not always **timely** and do not always occur within the week they are expected. **References** are correctly cited using APA7. There are few (3 or less) mistakes with APA7.	The posts are **mostly grammatically correct** and easy to understand. **Posts are limited in meeting the 500-word** guideline. There are **grammatical errors**. The posts are not always **timely** and do not always occur within the week they are expected. **References** are not correctly cited using APA7.	The posts are not **grammatically correct**, and they are unclear or confusing. **Posts do not meet the 500-word guideline**. There are **grammatical errors** in the posts. The posts are not **timely** and do not always occur within the week they are expected. **References** are not correctly cited using APA7.

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:

1. **The Importance of Attendance and Participation in Every Class**

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

2. **Engagement in Class Discussion and Inquiry**

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

EXPECTATIONS FOR WRITING

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

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** Students may be required to provide written documentation of extenuating circumstances (e.g., statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, and obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

ISSUES WITH GROUP TASKS

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

With respect to group work, **if your group is having difficulty collaborating effectively**, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per UCalgary Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

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

ACADEMIC ACCOMMODATION

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://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf. 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. Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

ATTENDANCE/PROLONGED ABSENCE

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

https://www.ucalgary.ca/pubs/calendar/current/n-1.html

THE FREEDOM OF INFORMATION PROTECTION OF PRIVACY ACT

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.

OTHER RESOURCES

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 Elsa Stokes, educrep@su.ucalgary.ca.