
EDUC 420: Issues in Learning and Teaching (Online)
Fall 2024

Class Dates	Sep. 3 rd to Dec. 6 th , 2024.
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.

LAND ACKNOWLEDGEMENT

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

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 D2L site compliments the resources and materials included in this course outline.

To successfully engage in their learning experiences at the University of Calgary, students taking blended or web-based instruction courses are required to have reliable access to the following technology:

1. A computer with a supported operating system, as well as the latest security, and malware updates;
2. A current and updated web browser;
3. Webcam (built-in or external);
4. Microphone and speaker (built-in or external), or headset with microphone;
5. Current antivirus and/or firewall software enabled;
6. Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone. 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, Sep. 30
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. 8
LT3: Philosophy of Teaching Story Project	Digital storytelling video / presentation to expand on the Four Moments in Context Visual.	Individual	30%	Monday, Dec. 2
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. 3 – 6	Course Overview and Moment 1 –	Zoom Session #1: 1. Discuss course overview.	Thursday, Sep. 5, 2024 (Zoom)

Date	Topic	Readings and Tasks	Due Dates
	Standardized Education	<p>Weekly task:</p> <ol style="list-style-type: none"> 1. Read Moment 1 – Standardized Education in Davis et al. (2016). <p>Reading Focus for Moment 1:</p> <ol style="list-style-type: none"> 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. <p>Viewing for Moment 1:</p> <ol style="list-style-type: none"> 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 <p>Discussion Board:</p> <p>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?</p>	Introduction Discussion Board post – Friday, Sep. 6, noon.
Week 2 Sep. 9 – 13	Moment 1	<p>Tasks to be completed this week:</p> <ol style="list-style-type: none"> 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). <p>Reading Focus for Moment 2: to be completed by those presenting on Moment 2</p> <ol style="list-style-type: none"> 1. The Emergence of Authentic Education – Scientific (re)evolution and the rise of authenticity in education. 2. Knowledge and Learning in Authentic Education – From “knowledge” to “knowing” and learning as coherence-making. 3. Teaching and Authentic Education – Less teaching = more teaching and the inquiry method. 	

Date	Topic	Readings and Tasks	Due Dates
Week 2 (continuation)		<p>Viewing for Moment 2: for use by those presenting on Moment 2</p> <ol style="list-style-type: none"> 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 <p>Reading Focus for Moment 3: to be completed by those presenting on Moment 3</p> <ol style="list-style-type: none"> 1. The Emergence of Democratic Citizenship Education – Partial₁: necessarily incomplete and Partial₂: necessarily biased. 2. Knowledge and Learning in Democratic Citizenship Education – Knowing and social constructions and distributed and situated knowing. 3. Teaching and Democratic Citizenship Education – Participatory pedagogy and critical pedagogy. <p>Viewing for Moment 3: for use by those presenting on Moment 3</p> <ol style="list-style-type: none"> 1. Thomas Thwaites (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 <p>Reading Focus for Moment 4: to be completed by those presenting on Moment 4</p> <ol style="list-style-type: none"> 1. The Emergence of Systemic Sustainability Education – Complexity theory/science/thinking and re(dis)covery of more-than-human. 2. Knowledge and Learning in Systemic Sustainability Education – Necessary transdisciplinarity and learning as consciousness. 3. Teaching and Systemic Sustainability Education – Teaching as occasioning and education as infinite game. 	

Date	Topic	Readings and Tasks	Due Dates
Week 2 (continuation)		<p>Viewing for Moment 4: for use by those presenting on Moment 4</p> <ol style="list-style-type: none"> Eric Berlow (2010) – How Complexity Leads to Simplicity: https://www.ted.com/talks/eric_berlow_how_complexity_leads_to_simplicity Ray Kurzweil (2014) – Get Ready for Hybrid Thinking: https://www.ted.com/talks/ray_kurzweil_get_ready_for_hybrid_thinking?language=en Janine Benyus (2005) – Shares Nature’s Designs: https://www.ted.com/talks/janine_benyus_biomimicry_s_surprising_lessons_from_nature_s_engineers <p>Discussion Board: Post your thoughts on Standardized Education in your community on the Discussion Board under Moment 1 – Standardized Education. Be sure to follow the instructions posted on the Discussion Board.</p>	Wednesday, Sep. 11, noon Discussion Board post for assigned reading (Moment 1).
Week 3 Sep. 16 – 20	Overview: Moments in Education	<p>Zoom Session #2:</p> <ol style="list-style-type: none"> Contrast the different moments and discuss implications for teaching. This should inform Learning Task 1 (LT1). Complete the tasks below. <p>Tasks to be completed this week:</p> <ol style="list-style-type: none"> Work on LT1 Meet/Connect with your group (at your chosen time). <p>Discussion Board: Instructor led discussion board topics.</p>	Thursday, Sep. 19, 2024 (Zoom) Wednesday, Sep. 18, noon Discussion Board post.
Week 4 Sep. 23 – 27	Overview: Moments in Education	<p>Tasks to be completed this week:</p> <ol style="list-style-type: none"> Work on LT1 – Presentation on Moment 2, 3 or 4 as assigned (Due in Dropbox on Monday, Sep. 30, 2024, by 11:30 p.m. MST). <p>Discussion Board: Instructor-led discussion board topics.</p>	LT1: Due Monday, Sep. 30, 2024 Wednesday, Sep. 25, noon Discussion Board post.

Date	Topic	Readings and Tasks	Due Dates
Week 7 (continuation)		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.	Wednesday, Oct. 30, noon Discussion Board post on Moment 4
Week 8 Nov. 4 – 8	The Four Moments in Context Completing LT2 Feedback for LT2	Zoom Session #5: 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, Nov. 8, 2024, at 11:30 p.m. MST. Discussion Board: Upload your LT2 project into the LT2 Group Discussion for feedback by Nov. 8 at 11:30 p.m. MST.	Thursday, Nov. 7, 2024 (Zoom) LT2: Due Friday, Nov. 8, 2024 in Dropbox D2L. Friday, Nov. 8.
Reading Break Nov. 11 – 15, 2024			
Week 9 Nov. 18– 22	Four Moments in Context and completing LT3	Zoom Session #6: 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. 20, 2024.	Thursday, Nov. 21, 2024 (Zoom) Wednesday, Nov. 20, noon Discussion Board post on visuals (LT2).
Week 10 Nov. 25 – 29	Completing LT3	Zoom Session #7: 1. Connect to Zoom to ask questions about LT3. 2. Work on LT3.	Thursday, Nov. 28, 2024 (Zoom)

Date	Topic	Readings and Tasks	Due Dates
Week 10 (continuation)		<p>Tasks to be completed this week:</p> <ol style="list-style-type: none"> 1. Work on LT3 – Teaching Philosophy Story Project (Due in Dropbox on Dec. 2, 2024, by 11:30 p.m. MST). <p>Discussion Board: No Discussion Board items due this week.</p>	
Week 11 Dec. 2 – 6	Completing LT3 and discussing emerging trends.	<p>Zoom Session #8:</p> <ol style="list-style-type: none"> 1. Connect to Zoom to share and reflect on LT3 and LT4. 2. Engage in a critical dialogue to share personal reflections on how the course assessments and content could impact their teaching and learning practices. 3. Explore emerging trends and co-create new knowledge. <p>Tasks to be completed this week:</p> <ol style="list-style-type: none"> 1. Work on LT3 – Teaching Philosophy Story Project (Due in Dropbox on Dec. 2, 2024, by 11:30 p.m. MST). 2. Post your LT3: to the LT3 Projects by Monday, Dec. 2, 2024, at 11:30 p.m. 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. 4, 2024, at 12:00 p.m. MST. 4. Research one topic related to emerging trends that could be shared during the last Zoom session. <p>See next page. 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.</p>	<p>Thursday, Dec. 5, 2024 (Zoom)</p> <p>Research one topic.</p> <p>LT3: Due Monday, Dec. 2, 2024 in Dropbox D2L</p> <p>Wednesday, Dec. 4, noon Discussion Board on LT3.</p>

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 ASSESSMENTS

There are 4 required Learning Tasks for this course that are aligned with the learner outcomes and key understandings.

1. LEARNING TASK 1: Moment Presentation / Facilitation – DUE: Monday, Sep. 30, 2024

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.

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: 4	Practitioner: 3	Apprentice: 2	Novice: 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.
Content (4 pts) Quality of understanding demonstrated	<p>The ppt presentation clearly introduces and thoroughly develops the topic with several relevant facts, concrete details, and examples.</p> <p>Core issues and concepts are presented with clear and concise explanations, analysis, and understanding.</p> <p>The ppt notes and details connect to/expand beyond the textbook in several ways including details & connections to cartoons/visuals/videos/links from a variety of different media.</p> <p>The additional examples expand upon the topic ideas/themes & offer multiple new and innovative ideas. There were 3 or more examples directly from the text that were exceptionally well explained within the ppt.</p>	<p>The ppt presentation introduces and develops the topic with relevant facts, concrete details, and examples.</p> <p>Core issues and concepts are presented with clear explanations, analysis, and understanding of most of the information presented.</p> <p>The ppt notes and details connect to/expand beyond the textbook in one or more ways by including details like cartoons/visuals/videos/links.</p> <p>The additional examples expand upon the topic ideas and present some new and innovative ideas. There were 2 or more examples directly from the text that were well explained within the ppt.</p>	<p>The ppt presentation introduces the topic with some facts, details, and examples, but the focus is unclear.</p> <p>Core issues and concepts are presented with explanations, analysis, and understanding of some of the information presented.</p> <p>Attempts to connect the ppt notes and details from the textbook were made but could have used more effective details like cartoons/visuals/videos/links.</p> <p>The additional examples expand upon the topic ideas and present at least one new and innovative idea. There was at least one example directly from the text that was explained competently within the ppt.</p>	<p>The ppt presentation topic was unclear, and there was little to no explanation or analysis of the issues and concepts presented.</p> <p>The ppt notes and details did not connect directly beyond the textbook in one or more ways through including details like cartoons/visuals/videos/links.</p> <p>The additional examples did not explain the key topics and ideas in more detail.</p>

LT1 Criteria	Expert: 4	Practitioner: 3	Apprentice: 2	Novice: 1
Pedagogical Considerations (4 pts) Attentive to peers	<p>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 throughout the week and encouraged rich and detailed discussions.</p> <p>Evidence of two questions from the ppt connect directly to the topic and encouraged peers to expand upon their own ideas and understanding in an engaged manner.</p> <p>Facilitation of weekly questions provided multiple ways for peers to connect and engage with the weekly topic.</p> <p>Weekly presentation facilitation demonstrated the ideas of all group members and provided a clear understanding of the topic.</p>	<p>The presentation is “designed to teach”. The presentation provided effective interactive activities that engaged peers and were facilitated throughout the week in a timely manner, encouraging effective ongoing discussions.</p> <p>Evidence of two questions from the ppt connected to the topic for the most part and encouraged peers to discuss the topic and describe their understanding.</p> <p>Facilitation of weekly questions provided ways for peers to connect and engage with the weekly topic for the most part.</p> <p>Weekly presentation facilitation demonstrated the ideas of some of the group members own ideas and provided a general understanding of topic.</p>	<p>The presentation is “designed to teach”. The presentation provided some basic interactive activities that engaged peers and were facilitated sporadically throughout the week. Discussions were limited.</p> <p>There was evidence of one question from the ppt that connected to the topic. There was some peer encouragement or engagement to discuss the topic and describe understandings.</p> <p>Facilitation of weekly questions provided some ways for other students to connect and engage with the weekly topic.</p> <p>Weekly presentation facilitation demonstrated a limited number of group members ideas and provided only a partial understanding of topic.</p>	<p>The presentation is not “designed to teach.” The presentation provided few or no interactive activities to engage the fellow learners and no activities were facilitated throughout the week.</p> <p>There were few or limited discussions between the presenting group and other students.</p> <p>There was no evidence of questions from the ppt that connected in any way to the topic and/or encouraged other students to discuss the topic.</p> <p>Facilitation of weekly questions were conducted with little effort and thus limited peers’ engagement and connection the weekly topic.</p> <p>Weekly presentation facilitation demonstrated no ideas from group members and there was limited to no understanding of topic.</p>
Presentation (4 pts) Quality of composition	<p>The ppt design is well designed with concise, clear, clean wording and visuals.</p> <p>A visually appealing ppt template fully support and enhance the</p>	<p>The ppt design mostly utilized concise, clear, clean wording and visuals.</p> <p>A ppt template mostly support the theme/content of the presentation.</p>	<p>The ppt design somewhat utilized concise, clear, clean wording and visuals.</p> <p>A ppt template provided little support of the theme/content of the presentation.</p>	<p>The lack concise, clear, clean wording, and visuals, distracts and confuses the viewer.</p> <p>A ppt template provides no support of the theme/content of the presentation.</p>

LT1 Criteria	Expert: 4	Practitioner: 3	Apprentice: 2	Novice: 1
	theme/content of the presentation. The colours and fonts within the presentation fully support and enhance the overall design of the slides and flow of the topic. References are correctly cited using APA7. (There are limited errors that do not distract from effective APA 7 style).	Colours and fonts within the presentation mostly support and enhance the overall design of the slides and flow of the topic. References are mostly cited correctly using APA7. (There are some errors that cause minor distractions from effective APA 7 style).	Colours and fonts within the presentation offer limited support and enhancement to the overall design of the slides and flow of the topic. Some References are not correctly cited using APA 7. (Several errors distract from an effective APA 7 style).	Colours and fonts within the presentation do not support or enhance the overall design of the slides and flow of the topic. Most References are not correctly cited using APA7. (There are multiple errors that distract from an effective APA 7 style).

2. LEARNING TASK 2: Four Moments in Context Visual – DUE: Friday, Nov. 8, 2024

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 11:30 p.m. MST on Friday, Nov. 8, 2024, and upload it also to the Four Moments in Context Visual Discussion Board by Friday, Nov. 8, 2024, at 11:30 p.m. MST. Finally, review and respond to a minimum of two visuals (LT2s) prepared by your peers by Wednesday, Nov. 20, at noon.

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

LT2 Criteria	Expert: 4	Practitioner: 3	Apprentice: 2	Novice: 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.
Content (4 pts) Quality of understanding demonstrated: The visual evidence clarity, understanding, and insight in terms of core course issues and concepts.	The content provides insightful and creative understandings and analyses. The ideas provide challenge and interpretations are developed with insight, depth, and originality. The visual is connected through a sophisticated metaphor to all four moments. It stands as superior and exemplary.	The content provides foundational & effective understandings and analyses. The ideas and interpretations are effectively clear, connected, and focused. The visual is effectively connected foundationally to all four moments.	The content is somewhat confusing and is beginning to impact effective understanding and analyses. The ideas and interpretations are somewhat clear, connected, and focused, and some parts are confusing. The visual is somewhat connected to all four moments and clarity is an issue.	The content is confusing and impacts effective understanding and analyses. The ideas and interpretations are unclear, disconnected, and unfocused, and confusing. The interpretations may not reflect the intentions of the assignment and/or may not be clearly focused and/or written. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your visual. In such instances, a maximum grade of 8/12 can be earned.
Pedagogical Considerations (4 pts) Attentive to peers: The visual is “designed to teach.” It moves beyond simple reporting to engage and challenge its audience.	The visual shifts beyond reporting/telling and engages and challenges its’ audience. Insightful and exemplary metaphors and images are utilized to build engagement.	The visual shifts beyond reporting/telling and effectively engages the audience. Effective metaphors and images are utilized to build engagement.	The visual attempts to shift beyond reporting/telling and engage the audience. However more effective metaphors and images are needed to build more understanding and engagement.	The visual did not move beyond reporting and did not use methods, such as metaphors, images, or other strategies to build engagement and understanding.

LT2 Criteria	Expert: 4	Practitioner: 3	Apprentice: 2	Novice: 1
Presentation (4 pts) Quality of composition: concise, clear, clean wording. References (if used) are correctly cited.	Visual is impactful and text is legible. Graphics and effects are used throughout to enhance presentation. Information consistently supports images. References are correctly cited using APA7 and posted separately on D2L. There are few mistakes, but these do not distract from an effective APA 7 style.	Visual is effective and text is legible. Graphics and text enhance idea/thematic presentation. Information adequately supports images. References are mostly cited correctly using APA7 and posted separately on D2L. (There are some errors that cause minor distractions from effective APA 7 style).	Visual lacks effectiveness. There is too much text in places and some graphics or effects are distracting or unclear. Information supports images at times. Some References are not correctly cited using APA 7. (Several errors distract from an effective APA 7 style).	Visual is disorganized and confusing. The amount of text is too great, and the graphics or effects are unclear. The information does not consistently support images. Most References are not correctly cited using APA7. (There are multiple errors that distract from an effective APA 7 style).

3. LEARNING TASK 3: Philosophy of Teaching Story Project – DUE: Monday, Dec. 2, 2024

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, CANVA, 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, CANVA, 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, 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 p.m. MST on Monday, Dec. 2, 2024. In addition, please post your Philosophy of Teaching Project to the Discussion Board under Philosophy of Teaching Story Projects by Wednesday, Dec. 4, 2024, at 12:00 p.m. MST.

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

LT3 Criteria	Expert: 4	Practitioner: 3	Apprentice: 2	Novice: 1
Criteria	Criteria exceptionally met and exceeded. Work is extraordinary, innovative, & unique in multiple ways.	Criteria met.	Criteria somewhat met.	Criteria limited and/or lacking.
Content (4 pts) Quality of understanding demonstrated of course, topics, and key concepts	<p>The story demonstrated evidence of clear/deep understanding and insights related to key course topics, issues, and concepts.</p> <p>Supporting ideas are well-focused. Details are relevant and enrich the work.</p> <p>The extension of the metaphor regarding one moment is completed with depth and impact.</p> <p>The interpretations reflected and exceeded the intentions of the assignment and were expanded upon and/or written in innovative and new ways.</p> <p>The storyline is connected and 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.</p>	<p>The story mostly demonstrated evidence of clear/deep understanding and insights related to key course topics, issues, and concepts.</p> <p>Supporting ideas are well-focused for the most part, and details are relevant.</p> <p>The extension of the metaphor regarding one moment is effective for the most part.</p> <p>The interpretations did reflect the intentions of the assignment and were mostly expanded upon.</p> <p>The storyline is connected from 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.</p>	<p>The story demonstrated some evidence of clear/deep understanding and insights related to key course topics, issues, and concepts.</p> <p>Some supporting ideas are focused, and some details are relevant.</p> <p>The extension of the metaphor regarding one moment is somewhat effective.</p> <p>The interpretations reflected some intentions of the assignment and were partly expanded upon.</p> <p>The storyline is connected from textbook/course topics in at least one way. There was at least one connection to the text/course topics explained within the story.</p>	<p>The story demonstrated limited evidence of clear/deep understanding and insights related to key course topics, issues, and concepts.</p> <p>Limited number of supporting ideas are focused, and many details are not relevant.</p> <p>The extension of the metaphor regarding one moment is limited and weak.</p> <p>The interpretations reflected few intentions of the assignment and were not effectively expanded upon.</p> <p>The storyline is connected from textbook/course topics in limited ways. There were limited connections to the text/course topics explained within the story.</p>

LT3 Criteria	Expert: 4	Practitioner: 3	Apprentice: 2	Novice: 1
Personal Teaching Philosophy (4 pts) Personal connection to course topics and key concepts	<p>The personal connection to a specific moment from the textbook is accurately and innovatively expanded upon in detail with examples and provides thorough evidence of a deep reflective practice.</p> <p>The personal philosophy of teaching is clearly identified through multiple (3 or more) connections to the course content and specific moment(s).</p>	<p>The personal connection to a specific moment from the textbook is clearly expanded upon with evidence of reflective practice.</p> <p>The personal philosophy of teaching is identified through 2 or more connections to the course content and specific moment(s).</p>	<p>The personal connection to a specific moment from the textbook is expanded upon in the story in some way.</p> <p>The personal philosophy of teaching is identified through one connection to the course content and specific moment(s).</p>	<p>The personal connection to a specific moment from the textbook is expanded upon in the story in limited or confusing way.</p> <p>The personal philosophy of teaching is confusing and not well connected to the course content and specific moment(s).</p>
Pedagogical Considerations (4 pts) Connection to audience	<p>The story is engaging and sophisticated and could be used to share as an example of student learning for future professional opportunities.</p> <p>It stands as superior and exemplary. It moves beyond a simple story to engage and challenge its educational audience to expand on their ideas about learning and teaching in a new way. It is a story that includes exceptionally impactful and engaging images, colours, and visual representations.</p>	<p>The story is engaging and easy to follow for the most part. The material is clearly and cleanly written and could be used for future professional opportunities.</p> <p>It could be used as a template or example for others to follow. It is a detailed story for an educational context/audience that describes the key ideas/concepts from the course using effective images, colours, and visual representations.</p>	<p>The story is somewhat clear and easy to follow. The material could be used for future professional opportunities with some revisions.</p> <p>It is a story for an educational context/audience that describes some key ideas/concepts from the course using some effective images, colours, and visual representations.</p>	<p>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 limited connections to the course content and specific moment(s).</p>
Presentation (4 pts) Quality of composition	<p>The story design was exceptionally clear and well designed with concise, clear, clean wording and visuals (No grammar or visual design errors).</p>	<p>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).</p>	<p>The story design was clear and designed with clear wording and visuals (Few grammar or visual design errors).</p>	<p>The story design weak and attempted to use concise, clear, clean wording. (There are multiple grammar or visual design errors).</p>

LT3 Criteria	Expert: 4	Practitioner: 3	Apprentice: 2	Novice: 1
	<p>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.</p> <p>CC licensing considered.</p> <p>References are correctly cited using APA7 and posted separately on D2L. There are few mistakes, but these do not distract from an effective APA 7 style.</p>	<p>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.</p> <p>CC licensing mostly considered.</p> <p>References are mostly cited correctly using APA7 and posted separately on D2L. (There are some errors that cause minor distractions from effective APA 7 style).</p>	<p>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.</p> <p>CC licensing at times considered.</p> <p>Some References are not correctly cited using APA 7. (Several errors distract from an effective APA 7 style).</p>	<p>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.</p> <p>CC licensing is not considered.</p> <p>Most References are not correctly cited using APA7. (There are multiple errors that distract from an effective APA 7 style).</p>

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: 4	Practitioner: 3	Apprentice: 2	Novice: 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.
Content (4 pts) Demonstration of understanding of course topics/content	<p>The posts demonstrated evidence of clear and deep understanding and insight in terms of key course topics, issues, and concepts.</p> <p>Supporting ideas are well-focused. Details are relevant and enrich the work.</p> <p>The interpretations reflected and exceeded the intentions of discussions and were expanded upon and/or written in innovative and new ways.</p> <p>The posts directly connected and expanded upon the textbook/course topics in multiple new unique and or innovative ways in every discussion.</p>	<p>The posts demonstrated evidence of mostly effective and foundational understanding in terms of key course topics, issues, and concepts.</p> <p>Supporting ideas are well-focused for the most part, and details are relevant.</p> <p>The interpretations of the posts described the intentions of discussions and were mostly expanded upon.</p> <p>The posts mostly connected and expanded upon the textbook/course topics.</p>	<p>The posts demonstrated some evidence of understanding and insight in terms of key course topics, issues, and concepts.</p> <p>Some supporting ideas are focused, and some details are relevant.</p> <p>The interpretations of the posts sometimes described the intentions of the discussions.</p> <p>The posts sometimes connected to the textbook/course topics.</p>	<p>The posts demonstrated limited evidence of understanding and insight in terms of key course topics, issues, and concepts.</p> <p>Supporting ideas are focused, and many details are not relevant.</p> <p>The interpretations of the posts were often confusing and limited with regards to the intentions of the discussions.</p> <p>The posts did not connect to the textbook/course topics.</p>
Building Knowledge (4 pts) Evidence of contributing to a learning community	<p>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</p>	<p>The posts mostly invite some by answering questions, describing the key concepts and considering additional media/ links from outside the course to expand upon the discussion.</p>	<p>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.</p>	<p>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.</p>

LT4 Criteria	Expert: 4	Practitioner: 3	Apprentice: 2	Novice: 1
	<p>questions to further the work/conversation.</p> <p>The posts are always respectful and acknowledge alternate opinions and perspectives in authentic, relevant and in meaningful ways.</p> <p>The posts accepted feedback very well and replies demonstrate evidence of reflective practice.</p>	<p>The posts are mainly respectful and acknowledge alternate opinions in meaningful ways.</p> <p>The posts show a willingness to accept feedback and replies demonstrate evidence of reflective practice for the most part.</p>	<p>The posts are somewhat respectful and need to improve upon acknowledging alternate opinions in meaningful ways.</p> <p>There are a few suggestions for improvement and some questions to further the work/conversation.</p> <p>The posts at times do not show a willingness to accept feedback and replies sometimes demonstrate some evidence of reflective practice.</p>	<p>Some of the posts could be considered disrespectful and do not acknowledge alternate opinions in meaningful ways.</p> <p>There are limited suggestions for improvement and few questions to further the work/conversation.</p> <p>The posts do not seem to show a willingness to accept feedback and replies demonstrate limited evidence of reflective practice.</p>
<p>Quality of Posts (4 pts)</p> <p>Evidence of proper grammar, references & composition</p>	<p>The posts are grammatically correct and easy to understand.</p> <p>Posts do not exceed 500 words.</p> <p>There are limited grammatical errors that do not affect the quality or understanding of posts.</p> <p>The posts are always timely and occurring within the week they are expected.</p> <p>References are correctly cited using APA7 and posted separately on D2L. There are few mistakes, but these do not distract from an effective APA 7 style.</p>	<p>The posts are grammatically correct and easy to understand.</p> <p>Posts generally do not exceed 500 words.</p> <p>There are some grammatical errors that mostly do not affect the quality or understanding of posts.</p> <p>The posts are mostly timely and occur within the week they are expected.</p> <p>References are mostly cited correctly using APA7 and posted separately on D2L. (There are some errors that cause minor distractions from effective APA 7 style).</p>	<p>The posts are grammatically correct and easy to understand.</p> <p>Some posts are not at 500 words.</p> <p>There are several grammatical errors that begin to affect the quality or understanding of posts.</p> <p>The posts are sometimes not always timely and do not always occur within the week they are expected.</p> <p>Some References are not correctly cited using APA 7. (Several errors distract from an effective APA 7 style).</p>	<p>The posts are mostly grammatically correct and easy to understand.</p> <p>Many posts do not meet the 500-word guideline.</p> <p>There are too many grammatical errors which affect the quality or understanding of posts.</p> <p>The posts are often late and do not always occur within the week they are expected.</p> <p>Most References are not correctly cited using APA7. (There are multiple errors that distract from an effective APA 7 style).</p>

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.

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>

MISSING/LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. 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. <https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1>

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 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.

INSTRUCTOR STATEMENT OF EXPECTATIONS FOR AI USE (NEW)

Course participants are invited to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or to help produce assignments. However, students must acknowledge any use of such tools in the following ways:

1. Please inform the instructor in writing of the intention to use such technology in advance of its use; include a statement in any assessment that uses an AI generation tool explaining what you used the tool for and what prompts you used to get the results.
2. Please indicate exactly what content is generated by, paraphrased from or based on an AI generation tool using quotation marks, italics or another format indicated by your instructor.
3. Referencing: Check updates on the style guide you use (for example, APA) for guidance on how to cite AI and/or consult with the UCalgary Library. Misuse of these tools will be considered academic misconduct and will be treated as such; students are ultimately accountable for the work they submit.

****Please be aware of the limitations of ChatGPT, including the following: Tools like ChatGPT are known to have issues with providing incorrect and false information. The information from these tools should not be used without confirming it with another source. It is your responsibility to check the information provided for errors or omissions.**

GRADING: <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

Grade	GPA Value	%	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

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.