EDUC 420 L01 (On-Campus Convert)
Issues in Learning and Teaching
2020 Fall

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Term Dates: Tuesday, September 8, 2020 to Wednesday, December 9, 2020

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

➢ Dr. Towani Duchscher will be your primary instructor. She will provide asynchronous video "lectures" in lieu of your on-campus classes. This content will be posted on Tuesday and Thursday each week, except in the weeks that you have a Zoom class. The Zoom classes will take the place of one of the video lectures. On Zoom weeks, a single lecture video will be posted on Monday morning. (See the schedule posted below for weekly readings and Zoom classes.)

➢ You will be assigned to a Teaching Assistant's discussion group. The Teaching Assistants- Chris Borduas, Stacey Hanzel, and Brit Paris, will facilitate and teach 4 Zoom sessions for you over the semester. Please see below for a schedule of Zoom sessions. Your Zoom session schedule will also be posted in your D2L shell and will indicate the specific dates, times, and links for your group.

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

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

COURSE DESCRIPTION:

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

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

The second moment of *Authentic Education* unfolded mainly over the last century, as researchers began to untangle the complexity of human cognition and educators realized the inadequacies of commonsense beliefs about learning.

Teaching came to be less focused on uniformity of outcomes and more attentive to individual sense making. The third moment, *Democratic Citizenship Education*, was fueled in large part by civil rights movements of the 1960s, which bolstered the realization that schools often contribute to a range of inequities and injustices. Teaching came to be recognized in terms of an ethical endeavor contributing to social justice. Finally, *Systemic Sustainability Education*, the fourth moment, is just unfolding now as schools and other cultural institutions find themselves out of step with the transition from a mechanization-focused, industrialized society to an ecologically minded, information-based society. Learning is being re-cognized (i.e., literally, rethought) as one of the most complex processes ever studied. And, correspondingly, teaching is coming to be seen in more complex terms in relation to emerging awarenesses of self, others, humanity, and the more-than-human world.

Across these four moments, particular attention will be paid to the vocabularies of learning and teaching that arose as researchers and educators grappled with emergent needs and sensibilities – oriented by the recognition that the terms used to refer to aspects of education are both *descriptions* and *prescriptions*. It thus makes sense to try to figure out what an educator in the 1600s might have had in mind when choosing to characterize the work of teaching in terms of EDIFYING, IMPREGNATING, or INSTRUCTING. Something specific was being flagged, some deep beliefs about learning and knowledge were being asserted, and a particular set of actions was being recommended.

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

KEY UNDERSTANDINGS:

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

LEARNER OUTCOMES:

Through this course, it is hoped that participants will develop and/or engage with:

➢ a knowledge of the historical influences and pragmatic implications of four key moments in the emergence of modern schooling;
➢ application of that knowledge to interpret a range of contemporary issues in formal education;
➢ extension of that knowledge to issues not directly addressed in course materials;
➢ articulation of a perspective on teaching that is personally compelling, informed by understandings of schooling's history, and fitted to current circumstances.

READINGS AND RESOURCES:

Davis, B., Sumara, D., & Luce-Kapler, R. (2015). *Engaging Minds: Cultures of Education and Practices of Teaching*, 3rd edition. New York: Routledge.
    https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=2038974

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

References will be made to the website, LearningDiscourses.com.

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

DETAILED COURSE SCHEDULE:

The semester is organized into four main modules, each spanning 4 to 5 sessions, and each focused on one of the four moments in education mentioned above.

Tentative Asynchronous Content and Zoom Class Schedule:

Focus	Date	Topic(s)	Readings
Orientation to the course	Tues. Sept. 08	• Introductions, Review of syllabus • Metaphor	Syllabus; Prologue
Moment 1 • **Standardized Education**	Thurs. Sept. 10	• Four teaching moments • The invention of modern schooling	Ch. 1.1
	Mon. Sept. 13	• Knowledge as object • The invention of the normal child	Ch. 1.2
	Tues. OR Thurs. Sept.15/17	**Zoom Session -see Zoom schedule**	Questions and Discussion
	Mon. Sept. 20	• Teaching as instructing/delivering • Consulting the research	Ch. 1.3
	Tues. OR Thurs. Sept. 22/24	**Zoom Session- see Zoom schedule**	Questions and Discussion
Moment 2 • **Authentic Education**	Tues. Sept. 29	• Scientific (re)evolution • Rise of authenticity in education	Ch. 2.1
	Thurs. Oct. 1	• From "knowledge" to "knowing" • Learning as coherence-making	Ch. 2.2
	Mon. Oct. 4	• Less teaching = more learning? • The inquiry method	Ch. 2.3
	Tues. OR Thurs. Oct. 6/8	**Zoom Session- see Zoom schedule**	Questions and Discussion
Field Experience I		**Oct. 12- Oct. 23**	
Moment 3 • **Democratic Citizenship Education**	Tues. Oct. 27	• Partial$_1$: unavoidably incomplete • Partial$_2$: necessarily biased	Ch. 3.1
	Thurs. Oct. 29	• Knowing and social constructions • Distributed and situated knowing	Ch. 3.2
	Tues. Nov. 3	• Participatory pedagogy • Critical pedagogy	Ch. 3.3
	Thurs. Nov. 5	• Metaphor and Digital Storytelling	Review Assignment Expectations
Reading Week		**Nov. 8-14**	
Moment 4 • **Systemic Sustainability Education**	Mon. Nov. 15	• Complexity theory/science/thinking • Re(dis)covery of more-than-human	Ch. 4.1
	Tues. OR Thurs. Nov. 17/19	**Zoom Session**	Questions and Discussion
	Tues. Nov. 24	• Necessary transdisciplinarity • Learning as consciousness-enlarging	Ch. 4.2
	Thurs. Nov. 26	• Teaching as occasioning • Education as infinite game	Ch. 4.3
	Week of Nov. 29	Digital Storytelling Online Symposium	

| Wrap-Up | Tues. Dec. 08 | Summation and Farewell | Epilogue |

Changes to Schedule:

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

LEARNING TASKS AND ASSESSMENT

Overview:

Please note that the learning tasks are designed to support expressions of your ongoing learning in this course. Space is created for sharing drafts, receiving peer feedback, and opportunities to revise before delivering final work. Please pay close attention to the due dates for both drafts and final delivery. Participation in the D2L discussion board is ongoing.

LEARNING TASK	DESCRIPTION	GROUPING FOR TASK	DUE DATE	PERCENTAGE OF FINAL GRADE %
1. D2L Discussion Board • D2L Discussion Leader Report	Lead and Facilitate Discussion on D2L	Individual	See schedule	15%
• D2L Discussion Participant	Engage in D2L discussions	Individual	Each Friday 11:59pm	10%
2. Hinge Question Development	Crafting of questions on key topics in Moment 1	Group	Draft due: Sept. 27 Final due: Oct. 11	15%
3. Metaphor	Develop and complicate a Metaphor for teaching and learning	Individual	Draft due: Oct. 4 Final due: Oct. 27	30%
4. Digital Storytelling Presentation	Examine how a topic in Education has been shaped by 4 Moments	Group	Nov. 29	30%

Final course grades will be a summed total of grades received in each of the categories noted above. Preliminary details on each of the tasks are provided below. More specific details will be presented in class.

Note that Assignments 3 and 4 are well suited for your e-portfolios. It is strongly recommended that you undertake those tasks with a view toward using them to represent your emerging professional identity.

NOTE: Some tasks are completed individually, and some are completed as a group. Please see the "The Expectations of Excellence in Professional Work" section below for expectations of your engagement as members of a professional community and tips for working successfully as a group.

Learning Task 1: D2L Discussion Board Participation and Leadership (Individual)

See below for due date schedule.

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

It is not only important for each of you to contribute for your own benefit but also for the benefit of your peers as we all grow as scholars of education through these dialogues. As you will be working as a group for some of the learning tasks, engaging in the discussion board also serves as an opportunity to get to know your classmates and build a sense of community prior to and during your group work. Your engagement in the D2L discussion board will be assessed in two ways- **Discussion Board Participation** and **Discussion Board Leader**.

Discussion Board Leader: 15%

D2L Small Discussion Groups will be organized within the first two weeks of classes.

Within your group, assign a leader for each week of Sept. 20, Oct. 4, Oct. 25, Nov. 1, Nov. 15

You will work in a small group to discuss the course content together. Each member of the group will lead the online discussion for one week. The leader is responsible for:

➢ Sharing an initial, thoughtful and though- provoking response to the readings assigned for the week. Your response should share your own perspectives supported by your own experiences and possible research, invoke discussion through thoughtful and specific questions posed to the group, and encourage the group to examine the complexities of issues. **This initial post should be uploaded to D2L by Monday, 11:59 pm**.

➢ The leader will have the responsibility of facilitating the online discussion by responding to members' posts and asking questions to encourage the broadening of understandings and provoking more questions to carry the group into the next week. Your responses should attend to and incorporate the content shared in the asynchronous video content as well. We should see your discussion grow and expand as you attend to the complexities and interconnection of all of the course content and your peer's perspectives.

➢ Please **deliver a Discussion Leader Report by Sunday, 11:59 pm**. The report should include:
   o Your initial post.
   o Indicate group members
   o A summary of ideas that emerged from the discussion
   o 1-3 questions that emerged from the discussion

Discussion Board Participation: 10 %

You will receive 1 % for participating in the online discussion each week. This mark will be based on completion of at least one fully formed response each week. Fully formed means a thoughtful consideration of the readings and questions posed by the discussion leader, contributions of your own experiences, and perspectives to further the discussion. This is a participation mark. All discussion board posts, be they questions posed by the instructor, questions posed by your peers or feedback on the work of others, will be accounted for in this learning task. This

includes 2 responses to presentations during the online Digital Storytelling Symposium. Please share your responses to the discussions by **Friday, 11:59 pm each week.**

At all times, students should endeavor to make their posts thought-provoking, constructively critical, respectful and timely.

Learning Task 1: D2L Discussion Board Engagement Schedule and Due Dates– Discussion Leader & Discussion Participants

Leader Name	Initial Discussion Post Due:	Leader Report Due:	Participants Discussion Posts Due:
Leader 1:	Sept 21-11:59pm	Sept 27- 11:59pm	Sept 18- 11:59 pm Sept 25- 11:59 pm Hinge Feedback Post Due: Oct. 2- 11:59 pm
Leader 2:	Oct. 5-11:59pm	Oct. 11- 11:59pm	Oct. 9- 11:59 pm
Leader 3:	Oct. 26-11:59pm	Nov. 1- 11:59pm	Oct. 30- 11:59 pm
Leader 4:	Nov. 2-11:59pm	Nov. 8- 11:59pm	Nov. 6- 11:59pm
Leader 5:	Nov. 16-11:59pm	Nov. 22- 11:59pm	Nov. 20- 11:59 pm Nov. 27- 11:59 pm
Digital Symposium Engagement	Please respond to a <u>minimum of 2 </u>Digital Presentations		Dec. 6- 11:59 pm

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1:
D2L Discussion Board Participation and Leadership

Score Criterion	1	2	3	4	5
Demonstrated understanding The discussion question and facilitation demonstrates understanding and insight in terms of core concepts.	Initial question illustrates a superficial or inaccurate understanding of the Moment and does not challenge others to think critically about their interpretations. The report indicates a superficial reflection on the discussion.		Initial question illustrates a general understanding of the Moment and challenges others to think about their interpretations. The report indicates either a superficial understanding of the moment or a superficial reflection on the discussion.		Initial question illustrates a clear understanding of the Moment and challenges others to think critically about their interpretations. The report indicates not only a clear understanding of the moment, but a deep and thoughtful reflection on the discussion.

Quality of Facilitation Evidence of consistent facilitation that is probing and moves the discussion forward to facilitate deeper understanding of the concept.	Facilitation is inconsistent or lacking. Follow up questions are superficial. The report is missing key components.		Facilitation is consistent across the week. Follow up questions may be superficial, lacking complexity. The report provides a sufficient summary of the ideas that emerged from the discussion		Facilitation is consistent across the week. Follow up questions are thoughtful and specific, promoting a complexity of thought and reflection. The report provides a clear summary of the ideas that emerged from the discussion and shares three thought-provoking questions to provoke further considerations of the topic.
Presentation Report is concise and provides a clear summary of the discussion.	Report is overly wordy or difficult to follow. References are consistently incorrect or missing. The report is not easy to follow.		Report is either clear or concise. Some references may be incorrect or missing. The report is either easy to follow and missing information or not easy to follow.		Report is concise, clear, and has clear wording. References are correctly cited. The report provides an easy to follow summary of the discussion.
Participation x2 (10%) Consistently participates in online discussions through timely comments.	Posts are late, incomplete, or missing all together.		Posts are inconsistent, some may be incomplete or late.		Posts are consistently timely, allowing others to build on your comments.

Learning Task 2: Hinge Question Development - 15% (Group)

Due Dates:
- ➢ Preliminary version uploaded to D2L Discussion Board – Sept. 27- 11: 59 pm
- ➢ D2L Discussion Board dedicated to peer feedback- Week of Sept. 28
- ➢ Final hinge questions uploaded to Dropbox by Oct. 11- 11:59 pm

Some educational commentators regard the "good question" as one of the most important – and perhaps the most challenging – part of the teaching. A good question demands in-depth disciplinary knowledge, a sense of how students might think, a broad understanding of curriculum trajectories, and so on. Queries that do this are known as "hinge questions" – so-called because they are checks for understanding at hinge-points in lessons. This task is thus about designing a hinge question, in the format of a multiple-choice item. Critically, the point of such a question is only partly to assess whether the concept is understood. It is *mostly* about getting a read of possible misconceptions for those students who need further development of understanding. The distractors of the question must be as carefully considered as the correct response. The process of designing a multiple-choice question also offers you an opportunity to reflect on the complexities and impact of creating standardized questions for diverse students.

You will be randomly pre-assigned to a group from within your D2L class grouping.
In your group, you will (1) compose a hinge question, (2) provide constructive feedback to the hinge questions crafted by the other groups in your cluster, and (3) respond to the feedback you receive from other groups. Question topics will be assigned, and each group in your cluster will have a different topic.

Designing a Hinge Question: The week of Sept. 13 your groups will be posted and you will be assigned a topic. There will be time for you to meet with your group and receive guidance from your TA during the Zoom classes the week of Sept. 20.

Sharing and Receiving Feedback: The week of Sept. 27 will be devoted to offering and gathering written peer critique in order to refine your question. **Share your question with your peers in a D2L post.** This version of your question will not be graded. The other groups in your cluster will record their feedback as D2L discussion post responses this week.

Providing feedback to Peers: One of the things that your classmates will be looking for in your feedback is your own understanding of the course content, which will be assessed in large part through your commentaries on whether the questions demonstrate understandings of the assigned concepts and in relation to how they meet or go beyond information presented in course materials. You are urged to be explicit here. For example, if it goes beyond information presented in the course, identify how it does so. If it does not, consider offering suggestions on how questions might be adjusted to push further.

Revising Your Question: The week of Oct. 4 your zoom session will allow time for you to work together with your group to consider feedback as you refine your question. Attend to the feedback you received from your peers and revise your question based on what you have learned about your peer's content understandings and learning needs. Write a 2-page reflection on how the feedback shaped your revisions and what you learned about using hinge questions as assessment for learning. **The final question will be** due Oct. 11. Further instructions on how to format and deliver the assignment will be provided during asynchronous lectures, in your Zoom class, and will be posted in D2L.

Deliver Final Question: (Deliver to Dropbox on D2L on Oct.11, 11:59 pm.)

Please include:
> ➢ The original version of your question.
> ➢ The feedback your group received from other groups in your cluster.
> ➢ The revised version of your question.
> ➢ A 2-page reflection on how you analysed the feedback and what that told you about the learning needs of your "students". What did their responses to your question tell you about your question, the topic, their learning needs? What did you learn about designing and using Hinge Questions as assessment for learning?

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2:
Hinge Question Development

Score Criterion	1	2	3	4	5
Clarity of Question Question is clear and concise. Targets a higher level of thinking.	The work indicates inadequate understandings. The item does not go beyond restatements of material presented in course materials, the item is unclear, ambiguous, or otherwise difficult to interpret. Item lacks challenge.		Demonstrates a strong knowledge of course content from plenary presentations and assigned readings, with that knowledge represented in a form that is concise and useful as a hinge question.		Demonstrates a thorough knowledge of course content from plenary presentations, assigned readings, and discussions with that knowledge represented in a form that is concise and useful as a challenging hinge question.
Quality of Distractors Presents a reasonable	More than one of the choices could be readily justified as correct. May have grammatical errors or give clues to the correct or incorrect		Distractors are free from errors in interpretation – but are not clearly associated with a complexity of thinking.		Distractors are concise, present a reasonable level of difficulty and are clearly associated with a complexity of thinking **.

level of difficulty.	responses. Distractors make no sense or are "throwaway".			
Format & Feedback Correct format. Evidence of response to feedback.	Item is not in multiple-choice format or has profound structural flaws. No evidence of a response to the feedback.		Is either not in multiple-choice format or there is no evidence of response to feedback.	Is in multiple-choice format. Evidence of appropriate response to feedback. Reflection clearly explains what you learned about student learning needs and the topic from attending to student feedback.

*If a score of 9/15 or lower is achieved, the group will be given the opportunity to revise work within one week of receiving feedback. In such instances, a maximum grade of 11/15 can be earned.

> ******To be clear, to achieve a mark in this range, you may need to do some research into Bloom's Taxonomy and/or other models designed to distinguish among question and task types.

Learning Task 3: Metaphors Shaped by Moments – Designing and Complicating a Metaphor – 30% (Individual)

Due Dates:
> ➢ **Initial Metaphor Due: Oct. 4**
> ➢ **Final Metaphor Due: Oct. 27**

This assignment is intended to give you an opportunity to connect your own embodied understandings of teaching and learning and examine how they have been shaped by the four moments. The task will be undertaken individually and involves (1) choosing an object or image that stands as a metaphor for teaching and learning 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 designed to invite you unpack and examine the underlying beliefs that shape your teaching and learning. Please be attentive to such design matters as formatting of information and selection of metaphors and images. However, even more so, you are asked to reveal your thinking around pedagogy, confront possible biases, and examine how your perspectives have been shaped by the four moments. Examining how metaphors for teaching and learning shape our thinking about schooling is shared in the course readings and examples of how to complicate a metaphor will be shared in the online lectures.

You will share your metaphor in two ways. First, you will share a metaphor based on your own personal understandings and experiences. This metaphor will not be graded. It stands as a marker for your perspectives at the beginning of the course. This first metaphor does not require references, but you may include them if you wish. Then, nearer the end of the course, you will complicate your metaphor, annotating how it attends to the 4 moments, to your observations in field, and your developing perspectives. This metaphor assignment will be graded.

Part 1: Initial Metaphor: Due Oct. 4- 11:59 pm, uploaded to D2L Discussion Board Metaphor Topic

Your metaphor should attend to the following:
> ➢ It focuses on an image or object that will stand as a metaphor for teaching and learning.
> ➢ A maximum of 400 words is included on the visual (not including references).
> ➢ It is 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.
> ➢ Demonstrates attention to design, visual appeal, and clarity.

Part 2: Complicate Your Metaphor: Due Oct. 27- 11:59 pm- delivered to Dropbox

Re-examine your metaphor and "complicate" it. Part of attending to the theory around pedagogy is acknowledging the subjectivity of theory. The world is beautifully diverse and to effectively attend to our understandings about education, our theories and perspectives need to be equally as diverse. During your Field 1 Experience observe the students, teachers, and school and reflect on your metaphor. This is an opportunity to gather and curate understandings of the biases and perspectives that shape your current thinking about pedagogy.

Ask yourself: What does this metaphor reveal about me and my biases? Who does it serve? Who does it acknowledge? Who does it dismiss or silence? Who are the imagined learners? Who are the imagined teachers? What does it need to be more inclusive?

In complicating your metaphor, you are asked to examine your original metaphor with the above questions. Is there a way to further understand the complexity in your metaphor? Or, once you re-examine your metaphor, do you find it to be insufficient? In complicating and annotating your metaphor, you have an opportunity to point to the ways that your perspectives on teaching and learning have been shaped by the four moments. You also have an opportunity to point to how you would change your metaphor, commenting on what it may be missing. Recognizing what the metaphor says about education, teaching, and learning will help you to establish a sense of your own understanding of the purpose of schooling and shape the choices you make in school. This will help you to begin to develop a philosophy of teaching which you can use as a foundation to support your choices in schools.

Your metaphor should attend to the following:
> Focus on an image or object that will stand as a metaphor for teaching and learning.
> A maximum of 400 words is included on the visual (not including references).
> The visual must be connected to all four moments, demonstrating how this metaphor is shaped by the 4 moments.
> It is 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.
> Demonstrates attention to design, visual appeal, and clarity.
> Please include your reference list separately as part of your initial post on D2L.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3:
Metaphors Shaped by Moments – Designing and Complicating a Metaphor

Score Criterion	1	2	3	4	5
Content x2 The visual communicates the selected metaphor.	These are very poor efforts that do not demonstrate understanding or analysis. The work may not reflect the intentions of the assignment, and/or may be unfocused, and/or poorly written.		These are problematic efforts, demonstrating fragmented understandings or weak analyses. The interpretations may not reflect the intentions of the assignment and/or may not be clearly focused and/or written.		The visual demonstrates clarity of understanding and insight in terms of core course issues and concepts. The visual is clearly connected to all four moments, specifically indicating how the metaphor is shaped by the 4 moments.
Pedagogical Considerations	The visual is unclear and represents a superficial understanding. It does		The visual represents a superficial understanding and does not engage or challenge its audience.		The visual is "designed to teach." It moves beyond simple reporting to engage and challenge its audience.

The visual supports the teaching of the selected metaphor.	not serve to engage or challenge its audience.		
Evidence of Learning x 2 The problematic components are thoughtfully considered and illustrate the development of thinking over time.	There is a lack of evidence of deep and thoughtful reflection on the problematic components of the metaphor and/or these are not communicated clearly and concisely. There is minimal evidence of the development of thinking over time.	There is some evidence of deep and thoughtful reflection on the problematic components of the metaphor and/or these are not communicated clearly and concisely, illustrating the development of thinking over time.	There is evidence of complex and thoughtful reflection on the problematic components of the metaphor and these are communicated clearly and concisely, illustrating the development of thinking over time.
Presentation Clear and concise annotations. References are correctly used.	Annotations are lacking and/or detract from the metaphor. References are consistently incorrectly cited	Annotations might not be well used, detracting from the metaphor. References may be incorrectly cited or incorrectly used.	Annotations, if included, are concise and clear, supporting the metaphor. References are correctly cited.

**If a score of 18/30 or lower is achieved, the individual will be given the opportunity to revise work within one week of receiving feedback. In such instances, a maximum grade of 22/30 can be earned.

Learning Task 4: Digital Storytelling Project- How the 4 Moments Have Shaped our Classrooms – 30% (Group)

Due Date:
➢ **Posted to D2L Symposium Nov. 29- 11:59 pm**

As will be regularly emphasized during the Moment 3 module, it is impossible to do much more than skim the surface of the many, many issues raised by Democratic Citizenship Educators. This assignment is intended to give you an opportunity to delve more deeply into a topic of interest and to contribute to your colleagues' understandings of that topic. This is a storytelling project as your task is to tell the story of a topic in education and how some of the topics we take for granted have been shaped by the four moments of educational history.

The task will be undertaken in self-selected groups of 2 to 5. Smaller or larger groups will not be permitted unless you present a compelling reason.

The assignment involves:

➢ Exploring a topic in Education in more depth than presented in the course.
➢ Examining and expressing how this topic is shaped by the 4 Moments in Education shared in the course content.
➢ Presenting what you have learned through creating a digital storytelling presentation.

By Nov. 6 you will be asked to indicate, in a thread on D2L, who you are working with and your topic of study.

Possible Topics:
➢ Assessment
➢ Safety
➢ Privatization
➢ Government Funding for Education
➢ Disciplinary policies
➢ Technology in Education
➢ Charter Schools and Voucher Programs
➢ Curriculum development
➢ Inclusive Education and Anti-Racism Education
➢ Class Size
➢ Arts-based Learning
➢ Defining Core Subjects
➢ Interdisciplinary Learning
➢ If you would like to choose a different topic, please check with your TA or instructor first.

The content of your presentation should include:
➢ A brief overview of your topic
➢ Thoughtful and specific explanations of how each of the 4 Moments shaped this topic today.
➢ References that viewers can use to engage further in this topic.
➢ Thoughtful choices of visuals, demonstrating an understanding of how our images and metaphors about teaching and learning reveal our tacit understandings.
➢ Questions for teachers to consider around how your topic is important to teaching and learning.

Presentation of Information:

As developed in Moment 4, the explosion of possibilities in the Digital Revolution is likely to have as significant an impact on formal education as the Industrial Revolution. This assignment involves "digital storytelling" – a medium wherein the teller has significant control over viewer attention through, for example, the pacing of information, zooming in and out, 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: 2-3-Minute Video
You will develop an 2-3-minute explanatory video to teach about your topic.

➢ Find or take powerful video images in the form of a movie to communicate your research.
➢ Collect the video images and import them into a digital video software application such as Mac iMovie or Windows Movie Maker.
➢ As this video is short in length, consider how you can use both visuals and auditory explanations to share a complexity of the topic.
➢ Add effects and transitions.

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

A principal aim is to be pedagogical; you are being asked to both tell a story and to also invite the class to see how important topics that inform our teaching and learning have been shaped by all 4 Moments in Education.

Each group is asked to share their presentation on D2L for a Digital Storytelling Symposium the week of November 29. **Please deliver your presentation to both** the **Drop Box** entitled *Digital Storytelling Presentation* and to the **Discussion Board** under *Digital Storytelling Symposium* by **11:59pm MST on Sunday, November 29, 2020.**
Please engage with at least 2 other projects during the week and respond with thoughtful feedback as your D2L discussion posts this week.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4:
Digital Storytelling Project- How the 4 Moments Have Shaped our Classrooms

Score Criterion	1	2	3	4	5
Content x3 Explores the topic thoroughly and exhibits an understanding of the core issues and concepts.	The video evidences limited efforts that do not demonstrate understanding or analysis. The work may not reflect the intentions of the assignment, and/or may be unfocused. The video focuses on only one moment and/or the topic is underdeveloped.		The video evidences a general understanding of the core course issues and concepts in relation to the topic. The video may not explore all moments or the topic may not be fully developed.		The video evidences clarity of understanding of core course issues and concepts and extends that content in appropriate ways. Challenging and significant ideas and/or interpretations are developed with insight, depth and originality. The work displays sophisticated cogent understandings/analyses of the topic with clear connection to the four moments.
Pedagogical Considerations x2 Engages and challenges the audience to think critically about the presented concepts.	The story is difficult to follow, limiting the viewers' ability to engage deeply with the presented concepts.		The story is easy to follow however may lack depth. The viewers' ability to engage deeply with the presented concepts is limited by the lack of depth.		The story is engaging and sophisticated. The video/presentation is "designed to teach." It moves beyond simple reporting of information to engage and challenge its audience.
Presentation Concise, clear, uses the selected medium appropriately.	Attention to detail in editing video/images and/or voicing are limited such that understanding is inhibited. May be poorly written, and/or incorrectly cited.		Attention to detail in editing video/images is inconsistent, voicing may be unclear, but does not interfere with understanding. Minimal errors in references may be present.		Concise, clear, clean wording; clear, appropriately articulated voicing; evidence of effective, consistent editing of video/images engages viewer and supports the clear communication of ideas.

**If a score of 18/30 or lower is achieved, the group will be given the opportunity to revise work within one week of receiving feedback. In such instances, a maximum grade of 22/30 can be earned.

DETERMINING FINAL GRADES

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

Grade	GPA Value	%	Description per University of Calgary Calendar
A⁺	4.0	95–100	Outstanding
A	4.0	90–94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A⁻	3.7	85–89	
B⁺	3.3	80–84	
B	3.0	75–79	Good – clearly above average performance with knowledge of subject matter generally complete
B⁻	2.7	70–74	
C⁺	2.3	65–69	
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.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

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

➢ *Engagement in Class Discussion and Inquiry*
Another reason for the importance of participation is that the course involves working with fellow students to share ideas and thinking. For example, each week you will work with a small group to engage fellow students in discussions on D2L 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 will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

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

➢ *Effective Group Work*

Assignments 2 (Hinge Question) and 4 (Digital Storytelling Presentation) are group based. The hope is that the experience of working together will benefit everyone. Each member is asked to make an effort to work well as a member of the group. Please attend to the following protocols to support a positive group experience:

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

➢ *If Your Group Needs Help…*

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

ADDITIONAL INFORMATION

Academic Accommodation
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

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

Attendance/ Prolonged Absence
Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to provide documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.
        Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.
https://www.ucalgary.ca/pubs/calendar/current/n-1.html

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

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

Contacts for Student Organizations
Education Students Association (ESA): esa@ucalgary.ca. [President is Jonah Secreti**, esapresident@ucalgary.ca**]
Werklund Student Union Representative is Naomi Shaw, educrep@su.ucalgary.ca.