

EDUC 430 Pragmatics of Learning and Teaching
Fall, 2020

Section	Instructor	Area	Zoom Times	Email
Year Coordinator: Dr. Miwa Takeuchi				miwa.takeuchi@ucalgary.ca
B01	Shirley Pepper	Rural North	2:00-3:30	shirley.pepper2@ucalgary.ca
B02	Dora Kapoyannis	Central West	9:30-11:00	theodora.kapoyannis@ucalgary.ca
B03	Gavin Peat	North West	8:00-9:30	peat@ucalgary.ca
B04	Gavin Peat	North West	11:00-12:30	peat@ucalgary.ca
B05	Garry Jones	North West	3:30-5:00	gajones@ucalgary.ca
B06	Jennifer MacDonald	Central West	3:30-5:00	Jennifer.macdonald2@ucalgary.ca
B07	Helen Hoff	North Central	8:00-9:30	helen.hoff@ucalgary.ca
B08	Nadia Delanoy	North East	11:00-12:30	nadia.delanoy@ucalgary.ca
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B10	Laurie Tuck	South West	12:30-2:00	laurielee.tuck@ucalgary.ca
B11	Philip Tuck	Central South	9:30-11:00	philip.tuck@ucalgary.ca
B12	Katherine Mueller	French/Second Lang.	12:30-2:00	kmueller@ucalgary.ca
B30	Merrill Gray	Community-Based	4:30-6:00	merrill.gray@ucalgary.ca
B31	Sandra Duggleby	Community-Based	6:00-7:30	sduggleb@ucalgary.ca
B32	Mike MacDonald	Community-Based	6:00-7:30	mike.macdonald1@ucalgary.ca

Class Dates: September 8 – December 9, 2020

Zoom Dates:

- Sections 1-12: September 14, October 2, October 26, and November 20, 2020
- Sections 30-32: September 16, October 1, November 4, November 19, 2020

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.

Prerequisite: 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 in consult with your Instructor

Field Experience I: October 13 to October 23, 2020 (Note: Pragmatics will pause for these two weeks.)

COURSE DESCRIPTION:

EDUC 430: The Pragmatics of Learning and Teaching focuses on the nature of teaching and learning from both a theoretical and pragmatic perspective addressing ways teachers engage with curricula and assessment to make them relevant and meaningful for their students. The course also explores teachers' interactions with systems and school policies and emphasizes topics such as: school culture, inclusive practices, planning and preparing for teaching, assessment and professional conduct. In discussion and through experiential learning opportunities, this course in concert with EDUC 440, Field Experience I, will prepare students to participate in classroom and school communities and for ongoing reflection on professional work, values and goals.

LEARNER OUTCOMES:

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

- An ability to effectively articulate an understanding of the concepts of teaching and learning and to draw on personal reflection and observation to support these views with examples.
- Knowledge of school culture and the roles of teachers within schools.
- An introduction to the importance of professional self-care as a component of occupational health.
- An understanding of diversity within schools and communities, as well as of the similar and diverse needs of learners within classrooms and methods to support inclusion.
- A core understanding of modes of instruction, assessment, and the foundations of planning for successful teaching experiences.
- An understanding of the ethical underpinnings of the teaching profession.

COURSE DESIGN AND DELIVERY:

This course will be delivered both synchronously, using Zoom, and asynchronously, using D2L. The course is organized according to three essential questions which include:

- Who am I? How do my beliefs shape my perception of learning, teaching and school culture?
- What are the pragmatic realities of learning and teaching and how are these realities played out in schools?
- What is education for?

In an attempt to seek answers to each essential question, a number of topics will be examined, each designed to broaden your perspectives as you move into the role of teacher. These three essential questions are designed to examine teaching and learning from a nested perspective, beginning with the individual as a student of teaching, moving to the student as teacher in school, moving to the school as a construct of society. This course is also designed to support and inform your EDUC 440, Field Experience I course. In this course you will be prepared to enter the field in order to observe and assist. To this end, all topics will build upon one another in preparation for your first field experience and then as a reflection upon your return from the field. A variety of instructional strategies will be used to assist in the development of topic understanding, with an emphasis on interaction, discussion, and the sharing of ideas, experiences, and knowledge. Additionally, there will be four assessment tasks intended to prompt reflection on the content and spur insights related to your understanding of the pragmatics of learning and teaching.

REQUIRED AND SUPPLEMENTAL RESOURCES:

The resources associated with this course fall into two categories including required readings and supplemental resources. Each week you will be asked to **read all required readings and a minimum of two supplemental resources**. In most cases, the required readings will attend to the scholarship of teaching and learning while the supplemental resources will attend to the pragmatics of the teaching profession or the teaching profession in society.

All readings can be obtained online or will be provided by your instructor. Please see the WEEKLY COURSE SCHEDULE on the next page for links to required readings and supplemental resources.

Note: The instructor may supplement readings with additional material and your instructor may require you to attend to one or more supplemental resources specifically.

LEARNING TASK OVERVIEW

Course Assignment	Description of Assignment	Due Date	Percentage of Final Grade
Learning Task #1 Weekly Posting and Response to another Posting	Brief reflective posting based on the question assigned that week. Brief reflective response to another posting.	Due each week by Friday at 6:00 pm	25%
Learning Task #2 Annotated Lesson Plan	Lesson plan on an everyday activity with detailed reflections on choices made for the lesson.	October 4, 2020	20% (group)
Learning Task #3 Teaching Strategy Assignment	Description and analysis of a teaching strategy.	November 20, 2020	20%
Learning Task #4 Theory to Practice Paper	Critical reflective essay.	December 9, 2020	35%

Preliminary detail on each of the tasks is provided in course outline. More specific details will be presented in class.

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 essential questions related to this course. In all cases, readings should be completed prior to the first class in the week. The following schedule may change in response to student needs and emerging issues.

Essential Question #1: Who am I? How do my beliefs and history shape my perceptions of learning, teaching and school culture?

Week 1 – September 8-11, 2020

Who am I and how do my perceptions shape my view of schools? What is school culture and how will my perceptions shape school culture?

This class will explore professional identity and perceptions of schools.

- Welcome and introductions
- Teachers as scholars and professionals
- School culture and the role of the teacher
- Individual Reflection – What skills am I bringing to this role? What are my perceptions of schools? What experiences have influenced my thinking? What do I believe schools to be? What do I believe school culture to be and how will I influence it in positive ways?

Required Reading:

Palmer, P.J. (1997). The heart of a teacher identity and integrity in teaching. *Change: The Magazine of Higher Learning*, 29(6), 14-21. DOI: [10.1080/00091389709602343](https://doi.org/10.1080/00091389709602343). Available from <http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/00091389709602343>

Kendrick, A. (2019, December 4). Love, heartbreak, and teacher emotional wellbeing: Protecting the “heartwork” of teaching. Available from <https://www.edcan.ca/articles/teacher-emotional-well-being/>

Supplemental Resources:

Alberta Teachers’ Association. (n.d.). *Why do teachers teach? Teaching-best career*. Edmonton, AB: Author. Video available at <https://www.teachers.ab.ca/The-Teaching-Profession/Becoming%20a%20Teacher/Pages/ExploringTeachingasaCareer.aspx>
<https://www.youtube.com/watch?v=tMijjWtRXks&list=UU7UCFdfHw6vwyKln8rEyH-g>

Emdin, C. (2013). *Teach teachers how to create magic*. TedTalk available at

https://www.ted.com/talks/christopher_emdin_teach_teachers_how_to_create_magic

Gonzalez, J.(2013). *Find your marigold. The one essential rule for teaching*. The Cult of Pedagogy.

Available from : <https://www.cultofpedagogy.com/marigolds/>

Grohl, D. (2020). *In defense of our teachers by Dave Grohl*. YouTube video available at

[https://www.youtube.com/watch?v=zNEhDT--](https://www.youtube.com/watch?v=zNEhDT--sc&feature=youtu.be&fbclid=IwAR0zFwhprJahpoL1ZSQOvtt63i2f9ysy_5Jo4cJal8t3HeUYBlyk67bJC8M)

[sc&feature=youtu.be&fbclid=IwAR0zFwhprJahpoL1ZSQOvtt63i2f9ysy_5Jo4cJal8t3HeUYBlyk67bJC8M](https://www.youtube.com/watch?v=zNEhDT--sc&feature=youtu.be&fbclid=IwAR0zFwhprJahpoL1ZSQOvtt63i2f9ysy_5Jo4cJal8t3HeUYBlyk67bJC8M)

Hare, J. (2011, April 18). *15 things I wish I’d known before becoming a teacher*. Teaching Monster.com.

Available at <http://jillhare.blogspot.com/2011/04/15-things-i-wish-id-known-before.html?m=0>

Meharg, R. (n.d.). I wish I knew EDU: Episode 85: Sarah Lalonde The transition from B.Ed to 1st year teacher [podcast]. Available from https://voiced.ca/podcast_episode_post/e85-sarah-lalonde/

Truby, D. (n.d.). *8 ways to build positive school culture now*. We Are Teachers. Available at

<http://www.weareteachers.com/blogs/post/2014/08/07/8-ways-to-build-positive-school-culture-now>

Any supplemental resource as required by the instructor.

Week 2 – September 14-18, 2020

How do I build a positive classroom community? How do my perceptions of schooling impact my beliefs around classroom community and positive school relationships?

This class will discuss the many approaches to good teaching and creating positive learning experiences.

- The Building of Relationships
- Communities of Learners
- Routines and Strategies that Support Learners
- Establishing a Positive Classroom Environment
- Inquiry and Learning

Required Reading:

Marzano, R.J. & Pickering, D.J. (2011). Chapter one: Research and Theory. In R.J. Marzano & D.J. Pickering, *The highly engaged classroom* (pp. 3-20). Bloomington, IN: Marzano Research Laboratory. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3404837&ppg=13>

Bulach, C.R., Lunenburg, F.C., & Potter, L. (2011). Four types of school culture: Phase one. In C.R. Bulach, F.C. Lunenburg & L. Potter, *Creating a culture of high-performing schools: A comprehensive approach to school reform, dropout prevention, and bullying behavior, 2nd ed.* (pp. 3-26). Lanham, ML: Rowman & Littlefield Education.

Complete chapter available on Google Books Preview

https://play.google.com/books/reader?id=g8VnxcBN5Q4C&hl=en_US&pg=GBS.PA2

Krulder, L. (2020). How to keep students' attention in a virtual classroom. Available from <https://www.edutopia.org/article/how-keep-students-attention-virtual-classroom>

Supplemental Resources:

Booth Church, E. (n.d.). *Building community in the classroom*. Early Childhood Today. Available at <http://www.scholastic.com/teachers/article/building-community-classroom>

Heich, T. (2014). *10 characteristics of a highly effective learning environment*. Available from <http://www.teachthought.com/learning/10-characteristics-of-a-highly-effective-learning-environment/>

Hyndman, B. (2019). *Let them play! Kids need freedom from play restrictions to develop*. The Conversation. Available from: <https://theconversation.com/let-them-play-kids-need-freedom-from-play-restrictions-to-develop-117586>

MindShift (2017). *Empathy is tough to teach but is one of the most important life lessons*. Available from: <https://www.kqed.org/mindshift/47502/empathy-is-tough-to-teach-but-is-one-of-the-most-important-life-lessons>

Musallam, R. (2013). *3 rules to spark learning*. Ted Talk available from https://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning

New teacher survival guide: *Classroom management*. (2011). TeachingChannel. Available from <https://www.teachingchannel.org/videos/new-teacher-classroom-management>

Teaching Learning. (2020). Setting up your classroom [podcast]. Available from https://voiced.ca/podcast_episode_post/ep-01-setting-up-your-classroom/

Terada, Y. (2019) *Five keys to effective classroom management*. Edutopia. Available at <https://www.edutopia.org/article/key-effective-classroom-management>

Any supplemental resource as required by the instructor

Essential Question #2: What are the pragmatic realities of learning and teaching and how are these realities played out in schools?

Week 3 – September 21-25, 2020

What role does planning play in preparing to teach? How do teachers design tasks and what are the basic planning elements I will be accountable for as a teacher?

This class will examine both the knowledge building and task design ideals behind good planning and the technical aspects of creating a sound lesson plan that is both practical and informative for the practicing teacher. This section will form the foundation for your Specialization classes.

- Elements of a Lesson Plan
- Knowledge Building and Task Design
- Evaluating Lesson Planning Choices
- Beginning with the End in Mind
- Planning for Diversity and Inclusion

Required Readings:

Alberta Education. (2011). *Framework for student learning: Competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit*. Edmonton, AB: author. Available from <https://open.alberta.ca/publications/9780778596479>

Jacobsen, M., Lock, J., & Friesen, S. (2013). Strategies for engagement: Knowledge building and intellectual engagement in participatory learning environments. *Education Canada*, 53(1). Available online <https://www.edcan.ca/articles/strategies-for-engagement/>

Various lesson plan templates/exemplars used in the Field Experience Program, Werklund School of Education. Available on your D2L shell.

Supplemental Resources:

Library guides: *Lesson planning resources*. Available from the Doucette Library at <http://library.ucalgary.ca/doucette>

Teaching Channel. (2011). *New teacher survival guide: Planning*. Available from <https://www.teachingchannel.org/videos/coaching-planning-lesson-planning>

Teaching Channel. (2011). *Pace and structure in lesson planning*. Available from <https://www.teachingchannel.org/videos/lesson-pace-structure>

Panoptical. (2012). *The importance of lesson planning. Making a difference: The official blog of teach and learn with Georgia*. Available at <https://teachandlearnwithgeorgia.wordpress.com/2012/07/26/the-importance-of-lesson-planning>

Wiggins, G. (2005). *Understanding by design: Overview of UBD & the design template*. Available at https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Any supplemental resource as required by the instructor.

Week 4 – September 28-October 2, 2020

What role does assessment play in preparing to teach? What counts as evidence of learning and how do teachers implement assessment for, of and as learning?

This class will explore, as an overview, different types of assessment and their uses in teaching and learning. More robust instruction and practice will happen in your Assessment course.

- How were you assessed as a learner, and how was this assessment effective or not?
- What core terminology is used in describing assessment?
- How have assessment methods evolved over time?
- What do we know about the relationship between assessment and learning?
- How does assessment relate to diversity and inclusion in classrooms?

Required Reading:

Western and Northern Canadian Protocol for Collaboration in Basic Education. (2006). Three purposes of assessment. In *Rethinking classroom assessment with purpose in mind: Assessment for learning, assessment as learning, assessment of learning* (pp. 27-66). Winnipeg, MB: Manitoba Education, Citizenship and Youth. Available at <https://open.alberta.ca/dataset/b1a79a94-b2b6-4b85-bbd9-76b5dcc2a5f4/resource/575762b3-a8cf-4455-8f21-8b0e604f94b6/download/2006-rethinking-classroom-assessment-purpose-mind-assessment-learning.pdf>

Edutopia. (n.d.). 53 ways to check for understanding. Available from [edutopia-finley-53ways-check-for-understanding.pdf](https://www.edutopia.org/finley-53ways-check-for-understanding.pdf)

Supplemental Resources:

DeLuca, C., Volante, L. & Earl, L. (2015). Assessment for learning across Canada: Where we've been and where we're going. *Education Canada*, 55(2). Available at <https://www.edcan.ca/articles/assessment-for-learning-across-canada/>

- Gonzalez, J. (2015). *Meet the single point rubric*. Cult of Pedagogy. Available from:
<https://www.cultofpedagogy.com/single-point-rubric/>
- Greenstein, L. (2010). Chapter one: The fundamentals of formative assessment. In L. Greenstein, *What teachers really need to know about formative assessment*. Alexandria, VA: ASCD. Available at
<http://www.ascd.org/publications/books/110017/chapters/The-Fundamentals-of-Formative-Assessment.aspx>
- Jobs for the Future. (2013). *Self-assessment: Reflections from students and teachers*. Available on YouTube at <https://www.youtube.com/watch?v=CkFWbC91PXQ>
- Takahashi, K. (2015). *Assessment for, of and as learning*. Thames Valley District School Board. Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Taylor Institute(n.d). *Five principles for meaningful online assessment*. Available from:
<https://taylorinstitute.ucalgary.ca/teaching-continuity/online-assessment-principles>

Any supplemental resource as required by the instructor.

Week 5 – October 5-9, 2020

How do we prepare to become part of a profession? What does it mean to observe without judgment and what is the role of professionalism in Education?

Classes will examine the purpose of observation and reflection in preparation for the first field practicum and the ethical identity of teachers as professionals. This week forms the basis for your Field Experience courses.

- To observe without judgment although we arrive with assumptions – learning to listen and to see
- Importance of getting to know the students and building relationships
- The role of inclusion and diversity in schools
- The Code of Professional Conduct in Student Teaching
- Professional Communication
- Relationships with Colleagues – what happens when things go wrong?
- FOIP

Required Readings:

- Alberta Teachers' Association. (2020). Code of Professional Conduct for Alberta Teachers. Edmonton, AB: Author. Available from
<https://www.teachers.ab.ca/TheTeachingProfession/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx>
- Alberta Education (2018). *Teaching Quality Standard*. Retrieved from
<https://education.alberta.ca/media/3739620/standardsdoc-tqs-fa-web-2018-01-17.pdf>
- Pierson, R. (2013). *Every kid needs a champion*. Ted Talk available at
https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion
- Werklund School of Education Undergraduate Programs in Education. (2020). *2020-2021 Student field experience handbook*. Available under the Field Experience Handbook tab at
<http://werklund.ucalgary.ca/upe/field-experience>
- We are Teachers. (2015). 7 Habits of amazing student teachers. Available from
<https://www.weareteachers.com/7-habits-of-amazing-student-teachers/>

Any supplemental resource as required by the instructor

October 12-23, 2020 : Field Experience I : HAVE FUN!!!**Week 6 – October 26-30, 2020**

**What did you learn through your observations and interactions during Field Experience I?
How did you see theory enacted in the everyday running of schools?**

This week will serve as an opportunity to share and discuss field experiences with attention given to the topics of planning, assessment, diversity, inclusion and building a positive classroom community already discussed.

Required Reading:

Rocky View Schools. (2015). *Assessing learner progress: Purpose of assessment*. (2015). Available at <http://www.rockyview.ab.ca/21stC/assessing/purpose>

Students will be expected to draw from their field experience journal in order to participate in discussions surrounding the field experience. Students are also encouraged to examine the website for the school division in which they were placed and to come prepared to speak to the policies and guidelines set out around planning, assessment, diversity, inclusion and building a positive classroom community. Some examples are listed under Supplemental Resources.

Supplemental Resources

Website exploration of the Alberta Assessment Consortia (n.d). Available from: <https://aac.ab.ca>

Rocky View Schools. (2015). *Assessing learner progress: Balanced assessment*. Available at http://www.rockyview.ab.ca/21stC/assessing/assessment_balancing

Rocky View Schools. (2015). *Assessing learner progress: Supporting positive behavior*. Available at http://www.rockyview.ab.ca/21stC/assessing/assessment_behaviou

Calgary Board of Education. (2014). *Frequently asked questions*. Available at <http://www.cbe.ab.ca/programs/curriculum/assessment-and-reporting/Pages/Frequently-Asked-Questions.aspx>

Any supplemental resource as required by the instructor.

Week 7 – November 2-6, 2020

How do classrooms look and feel today? What role does diversity play in inclusive classrooms? What does it mean to attend to the needs of all learners?

This class will serve as an opportunity to share and discuss the ideas of inclusive practice and learner differentiation that you observed in your field experiences. This week serves as an introduction to some of the ideas that will be learned in your Diversity and Individual Learning courses.

- Why should we differentiate?
- How can we differentiate?
- What role does the differentiation of teaching strategies play in student engagement and success?
- What does Universal Design for Learning offer us when working with varied learners?
- How do we negotiate the tension between the seemingly opposing gestures of differentiation and inclusion?

Required Readings:

UDL at a glance. (2015). CAST. Available at <http://www.cast.org/our-work/about-udl.html#.V2jOkDcyDww>

Alberta Teachers' Association. (2015). *The state of inclusion in Alberta schools*. Edmonton, AB: Author. Available at <http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-101-5%20The%20State%20of%20Inclusion%20in%20Alberta%20Schools.pdf>

Supplemental Resources

TeachingChannel. (2014). *New teacher survival guide: Differentiating instruction*. Available from <https://www.teachingchannel.org/videos/differentiating-instruction>

Library guides: Lesson planning resources. Available from the Doucette Library at <http://library.ucalgary.ca/doucette>

Wright, S. (2013). *The power of student-driven learning*. Ted Talk available on YouTube at <https://www.youtube.com/watch?v=3fMC-z7K0r4>

Any supplemental resource as required by the instructor.

Term Break : November 8-15, 2020

Week 8 – November 16-20, 2020

No readings this week, reflection and discussion of teaching strategies in online discussion posts.

Week 9 – November 23-27, 2020

How Can We Support English Language Learners?

This class will examine ways in which teachers in the field foster achievement of ELL students in the field. This week serves as an introduction to concepts you will examine further in your Specialization, Individual Learning, and Diversity courses.

- What should we know about the current ELL population in Alberta?
- How can we support ELLs in the classroom, school, and community?
- How can we differentiate instruction and assessment for ELLs?
- What resources are available to the classroom teacher to support their teaching?
- What is academic language?
- What is transferred from the first language to the second language?

Required Reading:

Alberta Education. (2017). *Supporting English language learners: ELL Benchmarks (website)*. Edmonton, AB: Author. Retrieved from <http://www.learnalberta.ca/content/eslapb/>

Alberta Education. (2010). English Language Learners (ELL). In Alberta Education, *Making a difference: Meeting diverse learning needs with differentiated instruction* (pp. 143-170). Edmonton, AB: Author. Available at https://education.alberta.ca/media/1234045/makingadifference_2010.pdf

Supplemental Resources:

- Alberta School Boards Association. (2014). *ESL in Alberta schools: The reality*. Edmonton, AB: Author. Available at http://www.asba.ab.ca/wp-content/uploads/2014/07/fgm14sl_esl_ab.pdf
- Diesel Podcast. (2020). *Acronyms and listening in ESL* on voicEd Radio Canada. Available at https://voiced.ca/podcast_episode_post/diesel-001-acronyms-and-listening-in-esl/
- EAL Team SIS. (2014). *The importance of ELL strategies: Immersion*. Short film available on YouTube at <https://www.youtube.com/watch?v=I6Y0HAjLKYI>
- Goldenberg, C. (2013). Unlocking the research on English learners: What we know-and don't yet know-about effective instruction. *American Educator*, Summer. 4-38. <https://files.eric.ed.gov/fulltext/EJ1014021.pdf>
- Student Achievement Division. (2013). Canadian-born English language learners. *Capacity Building Series, 31*. Toronto, ON: Ontario Ministry of Education. Available at http://www.edugains.ca/resourcesLNS/Monographs/CapacityBuildingSeries/CBS_CdnBornELL.pdf

Any supplemental resource as required by the instructor.

Essential Question #3: What is education for?**Week 10 – November 30-December 4, 2020****What is education for and what is schooling for? How will education and schooling look in the future?**

This class will examine the future of education in Alberta specifically and in Canada more generally. Ultimately, we will ask ourselves, what is education for?

- Examples of Inquiry in the Classroom
- The vision of education in Alberta
- The role of digital and online learning.

Required Readings:

Alberta Teachers Association. (2020). A vision for public education. Available from <https://www.teachers.ab.ca/Public%20Education/Vision%20for%20Public%20Education/Pages/default.aspx>

Supplemental Resources:

- Hart, K. & Snyder, A. (2020). *How the coronavirus will transform teaching*. Axios. Available from: <https://www.axios.com/coronavirus-teachers-school-education-85ba24a3-bb5c-4d4f-bf0d-90b0a20056d2.html>
- Friesen, S. & Scott, D. (2013). *Inquiry-based learning: A review of the research literature*. Edmonton, AB: Alberta Ministry of Education. Available at <http://galileo.org/focus-on-inquiry-lit-review.pdf>
- Hattie, J. (2013). *Why are so many of our teachers and schools so successful?* Ted Talk available on YouTube at <https://www.youtube.com/watch?v=rzwJXUieD0U>
- Lichtman, G. (2013). *What 60 schools can tell us about teaching 21st century skills*. Ted Talk available on YouTube at <https://www.youtube.com/watch?v=UZEZTyxSI3g>
- Robinson, K. (2013). *How to escape education's death valley*. Ted Talk available at https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley

LEARNING TASKS AND ASSESSMENT

There are 4 required Learning Tasks for this course.

Learning Task # 1– Weekly reflective posting and response (Individual)

Due Date: Complete as requested by your instructor by Friday at 6:00 pm.

Each week, students will be asked to respond to a guiding question posed by the instructor that will be based on the weekly assigned readings. The discussion threads have three main purposes. First, given that this course is online, they will serve as evidence of engagement with course materials. Secondly, they will demonstrate to your instructor your understanding of key course objectives and content. Lastly, they provide an opportunity for you to engage with other students to further your understanding of the course materials.

- Each week, students will be expected to respond at least twice to the questions posed in the Discussions area of D2L. Your responses can be either to required texts or to your peers' responses, however your posts should be evidence-informed, reflective, and demonstrate your understanding of course materials.
- These responses may be in the form of written text, oral or video recording, photograph, or evidence from experiential learning. Please note your Instructor will provide more guidance on how weekly postings may be configured and length/ form of responses.
- To make your discussion posts meaningful, and to provide your fellow students with the opportunity to read and respond to your ideas, consider posting once earlier in the week and once later in the week.
- Postings will be graded according to the following rubric. Depending on your instructor, your discussion posts may be graded weekly, monthly, or twice over the course of the semester. Discussion posts will account for 25% of your grade.

CRITERIA FOR ASSESSMENT OF LEARNING TASKS

Grading Rubric for Reading Response Reflective Posting					
Weekly Reflective Posting: The weekly reflective posting evidences an ability to bring together scholarly and practitioner literature on essential questions of importance to education with personal experience, insight and discussions in class. Students link theory and practice and use critical quotations from the assigned readings as evidence to support claims made in the discussion posts. The responses may be in the form or written text, oral or video recording, photograph or evidence from experiential learning.					
Points awarded weekly out of /6	A+ Criteria Exceptionally Met	A Criteria Well Met	A- Criteria Met	B+ Criteria Somewhat Met	B (or less) Criteria Not Met

Points awarded weekly out of /6	A+ Criteria Exceptionally Met	A Criteria Well Met	A- Criteria Met	B+ Criteria Somewhat Met	B (or less) Criteria Not Met

<p>Discussion Posts</p> <p>2 points</p>	<p>The response is appropriate, useful and offers a level of critical insight into your own experience as both an emerging teacher and learner. There is a deep and strongly supported understanding of the link between theory and practice, and all quotations from course materials stand as support to both challenge or affirm personal perception. A clear effort has been made to make the post interactive and meaningful to classmates.</p>	<p>The response is appropriate and offers some insight into your own experiences. There is some evidence of critical examination. There is a clear understanding of the link between theory and practice demonstrated in the discussion post, however, the post is either overly positive or critical of key content. A notable effort is made to interact with classmates and their ideas.</p>	<p>The response is adequate and offers little insight into your own experiences. There is clearly an evident lack of critical examination. There is some understanding of the link between theory and practice evidenced in the discussion post, however, the post mostly summarizes key content. Some effort is made to interact with classmates and their ideas.</p>	<p>These are problematic efforts and show a lack of preparedness. This is a cursory response to the literature alone and there is no demonstrated understanding of the link between theory and practice. Personal perception is absent. Only one of two expected responses have been submitted for grading.</p>	<p>Minimal effort is displayed or only one of two posts is uploaded.</p>
<p>Evidence from Course Materials</p> <p>2 points</p>	<p>The response clearly demonstrates a thorough understanding of the material read and stands as evidence that the required reading has been completed demonstrating a unique and compelling understanding of the link between theory and practice regarding the selected essential question. It is evident that all materials have been read and interpreted in the context of personal experience.</p>	<p>The response demonstrates a solid understanding of the material read and demonstrates a strong understanding of the link between theory and practice. It is clear that all materials have been read with some specificity and detail. The quotations selected act as evidence to support the claims made in the post.</p>	<p>The response demonstrates an understanding of the material read although there is a lack of depth and, as a result, the integration of theory and practice is impeded. It is clear that all materials have been read although there is a lack of specificity and detail. The quotations selected as evidence minimally support the claims or a lack of understanding is evident.</p>	<p>The response is mostly incomplete or may be missing critical elements. It is unclear from the response whether sufficient reading has taken place to a level required by the course and insufficient detail exists to permit credit for the required and supplementary readings required.</p>	<p>The post relies heavily on opinion or personal experience rather than evidence-based reflection.</p>
<p>Writing/ Expression</p> <p>2 points</p>	<p>The response is written clearly and stands as a superior example free of errors. APA is utilized correctly and without errors. Care has been taken to ensure that the post is clear, concise, and meaningful to other learners.</p>	<p>Minimal errors of expression and citation occasionally impede reader understanding. There may be minor errors in APA that may affect the ability of the reader to locate a minimal amount of evidence presented.</p>	<p>There are errors of expression and citation that impede reader understanding. There are several errors in APA that affect the ability of the reader to locate the minimal amount of evidence presented.</p>	<p>The response suffers from multiple major errors of expression and citation. There are major errors in APA that may affect the ability of the reader to locate the evidence presented.</p>	<p>The post is difficult to read ,or the message is not clearly expressed through the medium chosen.</p>

Learning Task # 2 – Annotated Lesson Plan (Group)

Due Date: October 4, 2020

In cooperative groups of 3-4 people, students will create a lesson plan using the lesson plan criteria employed in the field experience program. The topic of this lesson plan will be an everyday activity chosen by the group members. Examples include, but are not limited to, creating play dough or slime,

teaching a yoga pose, completing a read aloud, or making a simple craft. All lesson plans will make use of the lesson plan template provided by your instructor and, as such, will incorporate and, thereby clarify, the basic elements of a sound lesson plan.

Your group will annotate the lesson plan that has been created. To this end you will be asked to record your thoughts and decision-making processes while creating the lesson plan through written comments. You will record on the lesson plan the reasons for the choices that you have made and the intended results of creating the lesson in the manner in which you have done. The lesson plan and annotations should be 2-3 pages total, excluding attachments and references.

Note: These lesson plans are not to be curricular in nature nor are they to be associated with your teachable subject area. The goal here is to examine why we make the choices we make when planning instruction and task design for others, not to focus on the Alberta Programs of Study, which are, at this point, out of context.

Grading Rubric for Annotated Lesson Plan Assignment

Annotated Lesson Plan Design: The lesson plan evidences clarity of purpose and attends to all elements of sound planning for learning. There is developing understanding of the link between assessment and learning objectives and an attempt to incorporate either formative or summative assessment. The tasks in which students are asked to engage requires them to interact with their subject matter and one another in a variety of ways. Multiple teaching strategies are employed to ensure maximum understanding for all. The lesson plan is coherent and shows clear evidence of thoughtful decision-making around what the teacher will be doing and what the students will be doing. There is evidence of innovative, creative thinking in the ways in which the lesson plan is developed. All annotations stand as evidence of a well-developed and clear decision-making process at play. The annotated comments allow us to see clearly the thinking process employed and the annotated lesson plan is written clearly, evidencing sophisticated and cogent understandings and analyses.

Note: The group policy is in effect for this course. Please let your instructor know if you are having trouble collaborating by the deadline provided by your instructor.

Total out of 20	A+ Criteria Exceptionally Met	A Criteria Well Met	A- Criteria Met	B+ Criteria Somewhat Met	B (or less) Criteria Not Met
Clarity of Purpose /10	The work shows evidence of careful and thoughtful planning and reveals a superior understanding of the roles of teachers and students in the lesson by providing opportunities for students to have agency during the lesson. All elements are interconnected for a pedagogical purpose and assessment, objectives and teaching and learning strategies are employed with purpose and clarity, ensuring multiple entry points into the learning.	The work shows evidence of careful and thoughtful planning and reveals a strong understanding of the interconnected roles of the work of teachers and the learning by students in the lesson. All elements are present, and there is a clear, if overly ambitious, pedagogical purpose in the plan. The plan is student-centred in design.	The submission demonstrates a good effort and reveals a competent understanding of the role of teachers in the creation of a plan. All elements are present and fulfill a pedagogical purpose, however there is limited attention given to learners as equal partners in the pedagogical relationship. An emergent understanding of student-centred planning is shown.	There is evidence of limited understanding of the importance of including all of the aspects of the lesson plan template. The pedagogical purpose of the lesson is present, but not clear, and there is little understanding shown of the role of learners as equal partners in the pedagogical relationship.	These are very poor efforts that do not demonstrate an understanding of the task or of the associated ideas/concepts. Please make an appointment with your instructor to discuss any assignment that receives this grade. Please note that instructors are not

	The emphasis of the planning is highly student-centred and contains a clear understanding of the needs of individuals, while attending to group needs.				required nor expected to allow students to rewrite any assignment.
Interconnectedness of Planning Elements /5	Assessment, objectives and teaching/learning strategies are implemented seamlessly toward the same goal and show evidence of multiple pathways for student engagement. Assessment choices will most likely provide evidence that learning has occurred. The plan stands as evidence of attention to innovation and creativity and provides the necessary details to ensure that it can be implemented seamlessly with students.	Assessment, objectives and teaching/learning strategies are presented and show an attention to variation in their employ. Details are lacking which may create some problems when implementing the lesson. There is evidence of innovation and creativity.	There are minor issues with understanding assessment, objectives, or teaching strategies demonstrated in the choices made in the lesson plan. There is limited evidence of innovation and creativity.	There are consistent issues present with assessment, objectives, or teaching strategies employed including, but not limited to, a lack of understanding of the role of the lesson plan element or its inappropriate use. There is a lack of attention to innovation and creativity.	These are very poor efforts that do not demonstrate an understanding of the task or of the associated ideas/concepts. Please make an appointment with your instructor to discuss any assignment that receives this grade. Please note that instructors are not required nor expected to allow students to rewrite any assignment.
Annotations /5	Annotations display a sophisticated and elegant understanding/analysis of the role of planning in the teacher-student relationship. The annotations include reference to relevant course materials demonstrating an understanding of course objectives. The annotated lesson plan is written clearly and stands as a superior example free of errors both in expression and citation.	Annotations show a competent understanding, if not analysis, of the role of planning in the teacher-student relationship. The annotated lesson plan is well written and easily understood although minor errors in citation or expression are distracting and could have easily been corrected. A sufficient number of course readings are used as evidence to support decisions made in the lesson plan.	The annotations show a competent understanding of the role of the teacher in planning although the decisions made do not reflect the importance of the learner in the planning process. The annotated lesson plan is clear although minor errors are present which do not significantly compromise the overall quality. Limited course materials are used as evidence to support decisions made within the lesson plan.	There are consistent issues present with assessment, objectives, or teaching strategies employed including, but not limited to, a lack of understanding of the role of the lesson plan element or its inappropriate use. There is a lack of attention to innovation and creativity.	These are very poor efforts that do not demonstrate an understanding of the task or of the associated ideas/concepts. Please make an appointment with your instructor to discuss any assignment that receives this grade. Please note that instructors are not required nor expected to allow students to rewrite any assignment.

Learning Task 3 – Teaching Strategy Assignment (Individual)
Due Date: Submit to the D2L Dropbox by November 20

During your field experience, you should have observed teachers using a wide variety of teaching strategies. A teaching strategy is a method chosen to communicate lesson content to learners that is engaging, appropriate, and student-centred. Examples include: a debate, field trip, small group projects, an arts-centred novel study, think/pair/share oral discussions, read aloud, and reflective journaling. For this assignment, you are required to describe a teaching strategy, explain how you observed the teaching strategy during Field Experience, and identify the materials and student competencies needed to conduct the strategy (2 pages double spaced).

If you are participating in the Service Learning tutoring program, you can choose to try out a teaching strategy with the child or youth that you are teaching. In your assignment, you will describe the teaching strategy you chose, reflect on how well this teaching strategy worked in practice with your tutee, and suggest any changes you would make if you used this strategy in the future or with a larger group of children (2 pages double spaced).

Grading Rubric for Teaching Strategy Assignment

	A+ Criteria Exceptionally Met	A Criteria Well Met	A- Criteria Met	B+ Criteria Somewhat Met	B (or less) Criteria Not Met
Description of Strategy /5	The description shows evidence of a superior understanding of the roles, background knowledge, and necessary foundational concepts required of the teacher and learner when using the teaching strategy. A succinct description of the pedagogical purpose for using this strategy is provided with purpose and clarity.	The description shows evidence of an emergent understanding of the roles, background knowledge, and necessary foundational concepts required of the teacher and learner when using the teaching strategy. A solid, reasonably clear description of the pedagogical purpose for using this strategy is provided.	The description shows evidence of an understanding of the roles, background knowledge, and necessary foundational concepts required of the teacher and learner when using the teaching strategy. A superficial description of the pedagogical purpose for using this strategy is provided.	The description shows evidence of a very superficial understanding of both roles, basic knowledge, and understanding of concepts required by both the teacher and learner for the teaching strategy to be properly implemented. A summary describing this strategy is provided.	The description merely summarizes a teaching strategy with little direct connection to course materials or pedagogical purpose.
Explanation /10	The strategy explanation demonstrates a clear understanding of how and why the strategy should work well with the lesson content. The strategy description demonstrates a superior understanding of student-centred instructional practice and ways to engage learners with content. Compelling evidence from practice is provided.	The strategy explanation demonstrates a solid understanding of how the strategy should work well with the lesson content. The strategy description demonstrates an understanding of either student-centred instructional practice or student engagement. Some evidence from practice is provided.	The strategy explanation demonstrates an understanding of how the strategy should work with the lesson content. The strategy description demonstrates a beginning understanding of either student-centred instructional practice or learner engagement. Limited	The strategy summarizes how the strategy should work with the lesson content. The strategy description demonstrates a superficial understanding of student-centred instructional practice. Little or no evidence from practice is provided.	The strategy description lacks in a student-centred focus, providing little detail on its usefulness to either present content to learners or create engaging lessons.

			evidence from practice is provided.		
Writing /5	The submission is well-written, concise, and uses APA 7th Edition citation standards and manuscript formatting perfectly.	The submission is mostly well-written, concise, and with some errors in APA 7th Edition citation standards and manuscript formatting.	The submission is generally well-written, but further revision is necessary for clarity, and has several errors in APA 7th Edition citation standards and manuscript formatting. within the lesson plan.	The submission is in need of further revision for clarity, and has numerous errors in APA 7th Edition citation standards making retrieval of source material difficult.	Writing: The submission is in need of extensive revision for clarity and citation.

Learning Task 4 – Theory to Practice Paper (Individual) due December 9

The purpose of the *Theory to Practice* assignment is for you to synthesize your learning from both this course and your time in Field Experience I. You will compose a paper (4- 5 pages, double-spaced, 12 point font) reflecting on, analyzing and synthesizing your experiences, insights and learning from each week of the course, as well as your two weeks in field experience.

The framing question for this paper is: How do my beliefs and values about learning, the teaching profession, children and youth, or school culture influence my understanding of the purpose of education and schooling?

Focusing on this question, draw from your Field Experience journal, Zoom sessions, discussion posts, service learning (if applicable) and readings from EDUC 430 to demonstrate deep analysis and synthesis of your experiences and your learning about the culture of schools, your emergent teacher identity, and the pragmatics of learning and teaching.

Grading Rubric for Theory to Practice Paper					
Theory to Practice Paper: The paper evidences an ability to bring together scholarly and practitioner literature with experiences in field experience, personal experience, insight and discussions in class. Students will link theory and practice and will analyze critical themes that have arisen as a result of the semester’s study. The purpose of the paper will be to show that you have grown from unquestioned beliefs, examining both the ideal and the reality, while calling into question your preconceived notions of schooling and education. All papers will employ proper APA referencing and an attention to academic writing.					

	A+ Criteria Exceptionally Met	A Criteria Well Met	A- Criteria Met	B+ Criteria Somewhat Met	B (or less) Criteria Not Met
Response /20	The submission provides critical insight into your own experiences and beliefs that is supported and challenged by the theory presented in this course. There is a strong and consistently supported critical analysis of the interplay between theory and practice that is supported by your course readings, discussion posts, Field Experience journal,	The submission provides useful insights into your own experiences and beliefs as they have developed through learning about the theory presented in this course. There is a proficient critical analysis of the interplay between theory and practice that is supported by course materials and your Field	The submission includes some insight into your own experiences and beliefs as they have developed through taking this course. There is an attempt at critical analysis of the interplay between theory and practice, however it is somewhat superficial. You use course readings to reflect upon your	The submission provides a limited insight into the interplay between your own experiences and beliefs demonstrating a lack of development of ideas throughout the course. There is a limited or superficial summary connecting theory to observed practice. You use a	These are very poor efforts that do not demonstrate an understanding of the task or of the associated ideas/concepts. Please make an appointment with your instructor to discuss any assignment that receives this

	and Zoom meetings. An intriguing case is made for the purpose of education. Course materials are used to critically challenge, support, and reflect upon the formation of emerging teacher identity.	Experience journal. Course readings are used to challenge and reflect upon your emerging teacher identity. A case is well-developed regarding the purpose for education.	emerging teacher identity. A case for the purpose of education is presented, but some details and evidence is lacking.	limited number of course readings to address your emerging teacher identity. A superficial or summary case is made for the purpose of education.	grade. Please note that instructors are not required nor expected to allow students to redo any assignment.
Writing /15	The submission is well-written, concise, and uses APA 7th Edition citation standards and manuscript formatting perfectly.	The submission is mostly well-written, concise, and with some errors in APA 7th Edition citation standards and manuscript formatting.	The submission is generally well-written, but further revision is necessary for clarity, and has several errors in APA 7th Edition citation standards and manuscript formatting. within the lesson plan.	The submission is in need of further revision for clarity, and has numerous errors in APA 7th Edition citation standards making retrieval of source material difficult.	Writing: The submission is in need of extensive revision for clarity and citation.

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

Expectations for Writing

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

<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Late Submissions

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, 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.

Issues with Group Tasks

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

Grading

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

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

Academic Accommodation

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 submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

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

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

The Freedom of Information Protection of Privacy Act 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 2019 – 2020 academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.