

## EDUC 430 Pragmatics of Learning and Teaching Fall, 2023

### On-Campus

Section	Class Schedule	Location	Instructor	Email
S01	14:00 - 15:20	EDC 351	Nadia Delanoy	nadia.delanoy@ucalgary.ca
S02	09:30 - 10:50	EDC 353	Garry Jones	gajones@ucalgary.ca
S03	08:00 - 9:20	EDC 353	Shirley Pepper	shirley.pepper2@ucalgary.ca
S04	11:00 - 12:20	EDC 351	Stephen MacGregor	stephen.macgregor@ucalgary.ca
S05	15:30 - 16:50	EDC 351	Addie Corah	addie.corah1@ucalgary.ca
S06	15:30 - 16:50	EDC 353	David Gustavson	david.gustavson1@ucalgary.ca
S07	08:00 - 9:20	EDC 351	Merrill Gray	merrill.gray@ucalgary.ca
S08	11:00 - 12:20	EDC 353	Merrill Gray	merrill.gray@ucalgary.ca
S09	14:00 - 15:20	EDC 353	Duncan White	dgwhite@ucalgary.ca
S10	12:30 - 13:50	EDC 353	Rolf Haensel	rolf.haensel@ucalgary.ca
S11	09:30 - 10:50	EDC 351	Randy Head	randy.head@ucalgary.ca
S12	12:30 - 13:50	EDC 351	Katherine Mueller	kmueller@ucalgary.ca

### Community-based

S30	16:30 – 18:00	Online	Michelle Kilborn	michelle.kilborn@ucalgary.ca
S31	18:00 – 19:30	Online	Subrata Bhowmik	sbhowmik@ucalgary.ca
S32	16:30 – 18:00	Online	Sandra Duggleby	sduggleb@ucalgary.ca

**Class Dates:** September 5-December 6, 2023

**Class Days:**

**Sections 1-12:** All classes will occur on Mondays and Fridays on campus.

**Sections 30-32:** Synchronous classes using Zoom will be held on September 11, September 25, October 2, October 23, October 30, November 6, November 20 and December 4

**Term Break:** November 12-18, 2023

**Field Experience I:** October 10-20, 2023

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

**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 consultation with your Instructor

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

### Fall 2023 – 440 Section Details

Field Experience 1 will take place October 10-20 and all instructors will have the same sections and students as in EDUC 430. All sections, including community-based, will have seminar dates that occur during the day. The course outline for EDUC 440 will be created by the Directors of Field Experience and shared with you.

### 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, emphasizing 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 of 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 and effective teaching experiences.
- An understanding of the ethical underpinnings of the teaching profession.

### COURSE DESIGN AND DELIVERY:

This course will be delivered both synchronously (in person on campus for sections 1-12, or on Zoom for sections 30-32), 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 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 materials beyond the course outline.*

**LEARNING TASK OVERVIEW**

Course Assignment	Description of Assignment	Percentage of Final Grade
<b>Learning Task #1</b> Academic Response	<b>Deadlines for the submission: September 22</b>  One written response to course readings, discussions held in class and guiding questions	20% (individual)
<b>Learning Task # 2</b> Annotated Lesson Plan & Teaching Demonstration	<b>Due October 2 (Part A)</b> <b>Due November 24 (Part B)</b>  <u>Part A:</u> Annotated lesson plan on an everyday activity with detailed reflections on choices made for the lesson  <u>Part B:</u> Demonstration/reflection of annotated lesson plan from Part A, with teaching strategy learned during the Field I	45% (group)  30%- Part A  15%- Part B
<b>Learning Task #3</b> Theory to Practice Paper	<b>Due December 6</b> Critical reflective essay paper that requires you to analyze and synthesize your experiences in field and the readings and discussions held in class	35% (individual)

*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 5-8: 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:  
<https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/00091389709602343>

Kendrick, A. (2019, December 4). Love, heartbreak, and teacher emotional wellbeing: Protecting the “heartwork” of teaching. *Education Canada*, 59(4), 22-24. <https://www.edcan.ca/articles/teacher-emotional-well-being/>  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ejh&AN=140061521&site=ehost-live>

**Supplemental Resources:**

Alberta Teachers' Association. (n.d.). *Why do teachers teach? Teaching-best career*. Edmonton, AB: Author.  
<https://www.teachers.ab.ca/TheTeachingProfession/BecomingaTeacher/Pages/ExploringTeachingasaCareer.aspx>  
<https://www.youtube.com/watch?v=tMjIjWtRXks&list=UU7UCFdfHw6vwyKIn8rEyH-g>

Emdin, C. (2013). *Teach teachers how to create magic* [Video]. YouTube.  
[https://www.ted.com/talks/christopher\\_emdin\\_teach\\_teachers\\_how\\_to\\_create\\_magic](https://www.ted.com/talks/christopher_emdin_teach_teachers_how_to_create_magic)

Grohl, D. (2020). *In defense of our teachers by Dave Grohl*. [Video]. YouTube.  
<https://www.youtube.com/watch?v=zNEhhDT--sc>

Hare, J. (2011, April 18). *15 things I wish I'd known before becoming a teacher*. Teaching Monster.com.  
<http://jillhare.blogspot.com/2011/04/15-things-i-wish-id-known-before.html?m=0>

Meharg, R. (Host). (n.d.). *Episode 85: Sarah Lalonde The transition from B.Ed to 1st year teacher* [Audio podcast]. I Wish I Knew EDU. [https://voiced.ca/podcast\\_episode\\_post/e85-sarah-lalonde/](https://voiced.ca/podcast_episode_post/e85-sarah-lalonde/)

*Any supplemental resource as required by the instructor.*

<b>Week 2 – September 11-15: How do I build a positive classroom community? How do my perceptions of schooling impact my beliefs around classroom community and positive school relationships?</b>
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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). Marzano Resources. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3404837&ppg=13>

Krulder, L. (2020, June 16). *How to keep students' attention in a virtual classroom*. Edutopia.  
<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.  
<https://www.linkedin.com/pulse/start-year-building-community-ellen-booth-church/>

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

Hyndman, B. (2019). *Let them play! Kids need freedom from play restrictions to develop*. The Conversation.  
<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*. MindShift.  
<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*. [Video]. TED.  
[https://www.ted.com/talks/ramsey\\_musallam\\_3\\_rules\\_to\\_spark\\_learning](https://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning)
- Teaching Learning. (Host). (2020). *Setting up your classroom* [Audio podcast]. VoicEd Radio.  
[https://voiced.ca/podcast\\_episode\\_post/ep-01-setting-up-your-classroom/](https://voiced.ca/podcast_episode_post/ep-01-setting-up-your-classroom/)
- Terada, Y. (2019) *Five keys to effective classroom management*. Edutopia. <https://www.edutopia.org/article/key-effective-classroom-management/>
- Truby, D. (n.d.). *8 ways to build positive school culture now*. We Are Teachers. <https://www.weareteachers.com/8-ways-build-positive-school-culture-now/>

*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 18-22: 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

#### **Required Readings:**

- Jacobsen, M., Lock, J., & Friesen, S. (2013). Strategies for engagement: Knowledge building and intellectual engagement in participatory learning environments. *Education Canada*, 53(1).  
<https://www.edcan.ca/articles/strategies-for-engagement/>  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eht&AN=85274918&site=ehost-live>
- University of Oklahoma K20 Centre (n.d.). *K20 learn: Authentic lessons for 21st century learning*. Instructional strategies. <https://learn.k20center.ou.edu/strategies>
- 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*. <https://libguides.ucalgary.ca/c.php?g=255367&p=1703328>
- Panoptical. (2012). *The importance of lesson planning*. Making a difference: The official blog of teach and learn with Georgia. <https://teachandlearnwithgeorgia.wordpress.com/2012/07/26/the-importance-of-lesson-planning>
- McTighe & Associates Consulting. (n.d.). *UBD in a nutshell*. Author. <https://jaymctighe.com/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf>

*Any supplemental resource as required by the instructor.*

**Week 4 – September 25-29: 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:**

- Davies, A. (2011). Chapter 1: Making classroom assessment work (pp. 1-15). In *Making Classroom Assessment Work* (3<sup>rd</sup> ed.). Connections Publishing. *PDF will be posted in D2L*
- Earl, L. (2013). Chapter 3: Assessment of learning, for learning, and as learning (pp. 25-34). In *Assessment as Learning: Using Classroom Assessment to Maximise Student Learning* (2<sup>nd</sup> ed.). Corwin Press.  
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=6261769&ppg=38>
- Edutopia. (n.d.). *53 ways to check for understanding*. <https://www.edutopia.org/sites/default/files/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf>

**Supplemental Resources:**

- Assessment 101 modules: <https://aac.ab.ca/learn/go/assessment-foundations/>  
(login: teachers)  
(password: master)
- 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).  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=103083008&site=ehost-live>
- Gonzalez, J. (2015). *Meet the single point rubric*. Cult of Pedagogy. <https://www.cultofpedagogy.com/single-point-rubric/>
- Greenstein, L. (2010). Chapter one: The fundamentals of formative assessment (pp. 15-26). In *What teachers really need to know about formative assessment*. ASCD. <http://www.ascd.org/publications/books/110017/chapters/The-Fundamentals-of-Formative-Assessment.aspx>  
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=564139&ppg=24>
- Jobs for the Future. (2013). *Self-assessment: Reflections from students and teachers*. [Video]. YouTube.  
<https://www.youtube.com/watch?v=CkFWbC91PXQ>
- Ontario Ministry of Education. (2010). Chapter 4: Assessment for learning and as learning (pp. 28-36). In *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Queen's Printer for Ontario.  
<https://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Taylor Institute (n.d). *Five principles for meaningful online assessment*.  
<https://taylorinstitute.ucalgary.ca/resources/five-principles-for-meaningful-online-assessment>

*Any supplemental resource as required by the instructor.*

**Week 5 – October 2-6: 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*.

<https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf>

Alberta Education (2020). *Teaching Quality Standard*. <https://open.alberta.ca/publications/teaching-quality-standard>

Pierson, R. (2013). *Every kid needs a champion*. [Video]. TED. [https://fod-infobase-com.ezproxy.lib.ucalgary.ca/p\\_ViewVideo.aspx?xtid=56583](https://fod-infobase-com.ezproxy.lib.ucalgary.ca/p_ViewVideo.aspx?xtid=56583)

[https://www.ted.com/talks/rita\\_pierson\\_every\\_kid\\_needs\\_a\\_champion](https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion)

Kendrick, A & Scott D. (Hosts). *Time out with Matt and Melissa: Academic integrity with Dr. Sarah Eaton*. [Audio podcast]. VoicEd Radio. [https://voiced.ca/podcast\\_episode\\_post/ep-3-time-out-with-matt-and-melissa-academic-integrity-with-dr-sarah-eaton/](https://voiced.ca/podcast_episode_post/ep-3-time-out-with-matt-and-melissa-academic-integrity-with-dr-sarah-eaton/)

*Any supplemental resource as required by the instructor*

**October 10-20: Field Experience I: HAVE FUN!!!****Week 6 – October 23-27: 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:**

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.

*Any supplemental resource as required by the instructor*

**Week 7 – October 30-November 3: 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.

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

**Required Readings:**

Alberta Education. (1995-2013). *The inclusive education library for classroom teachers*.

<http://www.learnalberta.ca/content/ieptLibrary/index.html>

Alberta Teachers' Association. (2015). *The state of inclusion in Alberta schools*. Author.

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-101-5%20The%20State%20of%20Inclusion%20in%20Alberta%20Schools.pdf>

*UDL at a glance*. (2015). CAST. <https://www.cast.org/impact/universal-design-for-learning-udl#.XQPSAohKiUk>

**Supplemental Resources:**

Library guides: *Lesson planning resources*. <https://libguides.ucalgary.ca/c.php?g=255367&p=1703325>

Wright, S. (2013). *The power of student-driven learning*. [Video]. YouTube.

<https://www.youtube.com/watch?v=3fMC-z7K0r4>

*Any supplemental resource as required by the instructor*

**Week 8 – November 6-10: How can we support English language learners (ELL)?**

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)*. Author.

<https://www.learnalberta.ca/content/eslapb/>

Alberta Education. (2010). English language learners (ELL). In *Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction* (pp. 143-170). Author. <https://open.alberta.ca/publications/9780778586012>

**Supplemental Resources:**

Diesol Podcast.(Host). (2020). *Acronyms and listening in ESL* [Audio podcast]. VoicEd Radio.

[https://voiced.ca/podcast\\_episode\\_post/diesol-001-acronyms-and-listening-in-esl/](https://voiced.ca/podcast_episode_post/diesol-001-acronyms-and-listening-in-esl/)

EAL Team SIS. (2014). *The importance of ELL strategies: Immersion*. [Video]. YouTube.

<https://www.youtube.com/watch?v=I6Y0HAjLKYI>

González-Howard, M., & Suárez, E. (2021). Retiring the term English language learners: Moving toward linguistic justice through asset-oriented framing. *Journal of Research in Science Teaching*, 58(5), 749-752.

doi.org/10.1002/tea.21684 <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/tea.21684>

Goldenberg, C. (2013). Unlocking the research on English learners: What we know-and don't yet know- about effective instruction. *American Educator*, 37(2), 4-38. <https://files.eric.ed.gov/fulltext/EJ1014021.pdf>

Student Achievement Division. (2013). Canadian-born English language learners. *Capacity Building Series*, 31.

Ontario Ministry of Education. *Will be posted on D2L*.

[http://www.edugains.ca/resourcesLNS/Monographs/CapacityBuildingSeries/CBS\\_CdnBornELL.pdf](http://www.edugains.ca/resourcesLNS/Monographs/CapacityBuildingSeries/CBS_CdnBornELL.pdf)

Takeuchi, M. A., Kayumova, S., de Araujo, Z., & Madkins, T. C. (2022). Going beyond# RetireELL: A call for anti-colonial approaches to languages in STEM education. *Journal of Research in Science Teaching*, 59(5), 876-879.

doi.org/10.1002/tea.21764

<https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/tea.21764>

*Any supplemental resource as required by the instructor*

**Term Break: November 12-18****Week 9 – November 20-24: No readings this week. Reflection and discussion of LT2.**



**Essential Question #3: What is education for?****Week 10 – November 27-December 1: What is education for and what is schooling for?**

This class will examine the current and 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*.

<https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Albertas-Education-System/Vision%20and%20Mission%20for%20Public%20Eudcation.pdf>

**Supplemental Resources:**

Friesen, S. & Scott, D. (2013). *Inquiry-based learning: A review of the research literature*. Alberta Ministry of Education. <http://galileo.org/focus-on-inquiry-lit-review.pdf>

Hattie, J. (2013). *Why are so many of our teachers and schools so successful?* [Video]. YouTube.

<https://www.youtube.com/watch?v=rzwJXUieD0U>

Lichtman, G. (2013). *What 60 schools can tell us about teaching 21<sup>st</sup> century skills*. [Video]. YouTube.

<https://www.youtube.com/watch?v=UZEZTyxSI3g>

*Any supplemental resource as required by the instructor*

**Week 11 – December 4-6: 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.

**Required Readings:**

Hart, K. & Snyder, A. (2020). *How the coronavirus will transform teaching*. Axios.

<https://www.axios.com/2020/05/09/coronavirus-teachers-school-education>

Robinson, K. (2018). *Transforming the future of education*. [Video]. YouTube.

<https://www.youtube.com/watch?v=qzvUJrVXNW8>

## LEARNING TASKS AND ASSESSMENT

### LEARNING TASK 1: Academic Response (Individual)

**Due Date: September 22, 2023**

Students will be asked to respond to one or more questions (as provided by your instructor) based on the conversations in class and the assigned readings. The academic response learning task will serve two purposes. First, it will prompt students to link the scholarship of teaching and learning to the pragmatics of teaching and learning. Second, it will allow students to improve their abilities with academic reflection, a style of writing used extensively in education.

- This response will be in the form of written text (approximately 500 words, double spaced, 12-point font, Times New Roman).
- The response will include a minimum of 2 quotes from the required readings and an additional 2 quotes from any of the supplemental resources.
- Refer to the following rubric for more detailed criteria.
  - The response may be returned to you with formative feedback for improvement before the grade is issued.

### CRITERIA FOR LEARNING TASK #1

	A+ Criteria Exceptionally Met	A to A- Criteria Well Met	B+ to B Criteria Met	B- to C+ Criteria Somewhat Met	C (or less) Criteria Not Met
<b>Quality of response</b>	- The response is thoroughly articulated and offers deep critical insight into your own experience as both an emerging teacher and learner.	- The response is well articulated and offers insight into your own experiences with some evidence of critical examination.	- The response is adequate and offers limited insight into your own experiences and critical examination.	- The response provides simplistic insight into your experiences.	- Your response has little or no direct connection to course readings.
<b>Evidence from Course Materials</b>	- The response clearly demonstrates a thorough understanding of the material read.	- The response demonstrates a solid understanding of the material read.	- The response demonstrates an adequate understanding of the material read.	- The response is simplistic or may be missing critical elements.	*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 redo any assignment.
	- The response demonstrates compelling understanding of the link between theory and practice.	- The response demonstrates a strong understanding of the link between theory and practice.	- The response demonstrates a relevant understanding of the link between theory and practice.	- The response demonstrates an appropriate understanding of the link between theory and practice.	
	- The quotations selected act as highly relevant evidence to support the claims made in the response.	- The quotations selected act as relevant evidence to support the claims made in the response.	- The quotations selected act as reasonable evidence to support the claims made in the response.	- The quotations selected act as minimally supportive evidence for the claims made in the response.	
<b>Writing/ Expression</b>	- The response stands as a superior example of writing and free of errors (of grammar and APA 7 <sup>th</sup> Edition).	- The response stands as a well-articulated example of writing and contains a few errors (of grammar and APA 7 <sup>th</sup> Edition).	- The response stands as an adequate example of writing and contains some errors (of grammar and APA 7 <sup>th</sup> Edition).	- The response stands as a simplistic example of writing and contains many errors (of grammar and APA 7 <sup>th</sup> Edition).	

*Please note that A+ is an exceptional and a rare grade to be given only to works of excellence and of the highest quality.*

**Learning Task # 2 – Annotated Lesson Plan & Teaching Demonstration (Group)**
**Part A Due Date: October 2, 2023**
**Part B Due Date: November 24, 2023**
**Part A: Annotated lesson plan on an everyday activity with detailed reflections on choices made for the lesson**

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 (posted on D2L) provided by your instructor and, as such, will incorporate and thereby clarify, the basic elements of a sound lesson plan. Please attend to additional questions and instructions in the lesson plan template.

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.

**Note:** As this is a group assignment, please see the statement about group work at the end of the outline. All concerns with group dynamics must be brought to the instructor immediately.

**CRITERIA FOR LEARNING TASK #2 (Part A)**

	<b>A+ Criteria Exceptionally Met</b>	<b>A to A- Criteria Well Met</b>	<b>B+ to B Criteria Met</b>	<b>B- to C+ Criteria Somewhat Met</b>	<b>C (or less) Criteria Not Met</b>
<b>Clarity of Purpose</b>	- 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.	- 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.	- The submission demonstrates a good effort and reveals a competent understanding of the role of teachers in the creation of a plan.	- There is evidence of limited understanding of the importance of including all of the aspects of the lesson plan template.	- There is little or no evidence of understanding regarding the task or the associated ideas/concepts.  <i>*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.</i>
	- 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.	- All elements are present, and there is a clear, if overly ambitious, pedagogical purpose in the 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.	- The pedagogical purpose of the lesson is present, but not clear.	
	- The emphasis of the planning is highly student-centred and contains a clear understanding of	- The plan is student-centred in design and shows an understanding of the	- An emergent understanding of student-centred	- There is little understanding demonstrated of	

	the needs of individuals, while attending to group needs.	role of students and teachers in planning.	planning is shown.	student-centred planning.
<b>Interconnectedness of Planning Elements</b>	- Assessment, objectives, and teaching/learning strategies are implemented seamlessly toward the same goal and show evidence of multiple pathways for student engagement.	- Assessment, objectives and teaching/learning strategies are presented and show an attention to variation in their employ.	- There are minor issues with understanding assessment, objectives, or teaching strategies demonstrated in the choices made in the lesson plan.	- There are persistent 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 elements or their inappropriate use.
	- Assessment choices will most likely provide evidence that learning has occurred.	- Assessment choices might provide evidence that learning has occurred.	- Assessment choices are limited or are unlikely to provide evidence that learning has occurred.	Assessment choices are inappropriate for the learning context or underdeveloped and will not 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.	- There is evidence of innovation and creativity but some details regarding implementation may be lacking.	- There is limited evidence of innovation and creativity.	- There is a lack of attention to innovation and creativity.
<b>Annotations</b>	- Annotations display a sophisticated and elegant understanding/analysis of the role of planning in the teacher-student relationship.	- Annotations show a competent understanding, if not analysis, of the role of planning in the teacher-student relationship.	- 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 annotations show a lack of understanding of the role of the teacher and the learner in the planning process.
	- The annotations include reference to relevant course materials demonstrating an understanding of course objectives.	- A sufficient number of course readings are used as evidence to support decisions made in the lesson plan.	- Limited course materials are used as evidence to support decisions made within the lesson plan.	- Course materials are largely absent or are inappropriate as support for decisions made within the lesson plan.

	- The annotated lesson plan is written clearly and stands as a superior example free of errors both in expression and citation.	- 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.	- The annotated lesson plan is clear although minor errors are present which do not significantly compromise the overall quality.	- The annotated lesson plan contains significant errors which compromise the overall quality.	
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### Part B: Demonstration/reflection of annotated lesson plan from Part A, with teaching strategy learned during the Field I

During your field experience, you will 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-centered. See the resources: University of Oklahoma K20 Centre (n.d.). K20 Learn: Authentic Lessons For 21st Century Learning. Instructional Strategies <https://learn.k20center.ou.edu/strategies>

You will be required to demonstrate and/or describe a teaching strategy to accompany the lesson plan you created for Part A. Consider the following questions as you engage in this task:

- Why did you select this strategy or strategies?
- Why do you think these strategies will work and how?
- What the teaching context in which these strategies will be used looks like?
- Why will you adopt these strategies in this particular context of teaching?

You will also produce a summary of the teaching strategy for your peers that includes reflection from field experience, the materials required, and the student competencies needed to successfully employ this strategy. Your instructor will provide more information on how this summary will be shared.

### CRITERIA FOR LEARNING TASK #2 (Part B)

	A+ Criteria Exceptionally Met	A to A- Criteria Well Met	B+ to B Criteria Met	B- to C+ Criteria Somewhat Met	C (or less) Criteria Not
<b>Demonstration and/or Description</b>	- There is evidence of a compelling understanding of the roles, background knowledge, and necessary foundational concepts required of the teacher and learner when using the teaching strategy.  - The pedagogical purpose for using this strategy is provided with purpose and clarity.	- There is evidence of a relevant understanding of the roles, background knowledge, and necessary foundational concepts required of the teacher and learner when using the teaching strategy.  - The pedagogical purpose for using this strategy is provided in a solid and reasonable clear way.	- There is evidence of an understanding of the roles, background knowledge, and necessary foundational concepts required of the teacher and learner when using the teaching strategy.  - The pedagogical purpose for using this strategy is provided but it is superficial.	- There is only superficial evidence of an 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.	- There is little or no evidence of understanding regarding the task or the associated ideas/concepts.  <i>*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.</i>

<b>Summary</b>	- The summary demonstrates an in-depth understanding of how and why the strategy should work well with the lesson content.	- The summary demonstrates a complete understanding of how the strategy should work well with the lesson content.	- The summary demonstrates an understanding of how the strategy should work with the lesson content.	- The summary describes how the strategy should work with the lesson content.
	- The summary demonstrates a superior understanding of student-centred instructional practice and ways to engage learners with content.	- The summary demonstrates an understanding of either student-centred instructional practice or student engagement.	- The summary demonstrates a beginning understanding of either student-centred instructional practice or learner engagement.	- The summary demonstrates a superficial understanding of student-centred instructional practice.
	- Compelling evidence from practice is provided.	- Some evidence from practice is provided.	- Limited evidence from practice is provided.	- Little or no evidence from practice is provided.
<b>Writing</b>	- Any written work is concise and coherent. Uses APA 7th Edition citation standards and manuscript formatting without error.	- Any written work is mostly concise and coherent. Uses APA 7th Edition citation standards and manuscript formatting with minimal errors.	- Any written work is generally coherent but further revision is necessary for clarity. Uses APA 7th Edition citation standards and manuscript formatting but there are multiple errors that may impact clarity.	- Any written work is in need of further revision for clarity. Numerous errors in APA 7th Edition citation standards make retrieval of source material difficult.

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### **Learning Task 3 – Theory to Practice Paper (Individual)** **Due Date: December 6, 2023**

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. If you have a strong case to make for other modalities to complete this assignment, please discuss your option with your instructor.

***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, in-class discussions, 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.

**CRITERIA FOR LEARNING TASK #3**

	<b>A+ Criteria Exceptionally Met</b>	<b>A to A- Criteria Well Met</b>	<b>B+ to B Criteria Met</b>	<b>B- to C+ Criteria Somewhat Met</b>	<b>C (or less) Criteria Not</b>
<b>Content</b>	- The submission provides critical insight into your own experiences and beliefs that is supported and challenged by the theory presented in this course.	- The submission provides useful insights into your own experiences and beliefs as they have developed through learning about the theory presented in this course.	- The submission includes some insight into your own experiences and beliefs as they have developed through taking this course.	- 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.	<p>- There is little or no evidence of understanding regarding the task or the associated ideas/concepts.</p> <p><i>*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.</i></p>
	- 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, and class discussions.	- There is a proficient critical analysis of the interplay between theory and practice that is supported by course materials and your Field Experience journal.	- There is an attempt at critical analysis of the interplay between theory and practice, however it is somewhat superficial.	- There is a limited or superficial summary connecting theory to observed practice.	
	- An intriguing case is made for the purpose of education.	- A case is well-developed regarding the purpose for education.	- A case for the purpose of education is presented, but some details and evidence are lacking.	- A superficial or summary 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.	- Course readings are used to challenge and reflect upon your emerging teacher identity.	- Course readings are used to reflect upon your emerging teacher identity.	- A limited number of course readings are used to address your emerging teacher identity.	
<b>Writing, Organization, and Styles</b>	The submission is well-written, concise, and uses APA 7th Edition citation standards and manuscript formatting without error.	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. There are several errors in APA 7th Edition citation standards and manuscript formatting.	The submission needs further revision for clarity. There are numerous errors in APA 7th Edition citation standards making retrieval of source material difficult.	

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## **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**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

#### **Academic Misconduct**

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

#### **Attendance/ Prolonged Absence**

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

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

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

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments

during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit**

**<https://www.ucalgary.ca/registrar/registration/course-outlines>**

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

**Werklund SU Representative is Elsa Stokes, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca)**