

EDUC 430 Pragmatics of Learning and Teaching COMMUNITY BASED Fall 2024

AB

Community-Based

Class Dates: September 3-December 6, 2024

Class Days: Synchronous classes using Zoom will be held on September 9, September 23, October 21, October 28, November 4, November 18, November 25, and December 2

Term Break: November 10-16, 2024

Field Experience I: October 7-18, 2024

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

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.

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:

The community-based course sections will be delivered both synchronously on Zoom (see above dates and Zoom schedule on D2L), 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
Learning Task #1 Academic Response: Reflective Posts	Due: ongoing, formal posts in Week 1, 3 and 5 Reflective academic responses based on the question assigned that week.	Total: 20% (individual)
Learning Task # 2 Annotated Lesson Plan & Teaching Demonstration	Due October 5 (Part A) Due November 22 (Part B)	Total: 45% (group)
	<u>Part A</u> : Annotated lesson plan on an everyday activity with detailed reflections on choices made for the lesson	Part A: 25%
	<u>Part B</u> : Demonstration/reflection of annotated lesson plan from Part A, with teaching strategy learned during the Field I	Part B: 20%
Learning Task #3 Theory to Practice Paper	Due December 6 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.

PLEASE NOTE: All readings can be found in the Reading List under “My Tools” in D2L or directly via :
https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/22860868210004336?auth=SAML

Essential Question #1: Who am I? How do my beliefs and history shape my perceptions of learning, teaching, and school culture?**Week 1 – September 3-6: 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?**

Week 1 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:

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>

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>

Pierson, R. (2013). *Every kid needs a champion*. [Video]. TED.

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

Supplemental Resources:

Emdin, C. (2013). *Teach teachers how to create magic* [Video]. YouTube.

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>

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

<https://www.youtube.com/watch?v=3fMC-z7KOr4>

Any supplemental resource as required by the instructor.

Week 2 – September 9-13: How do I build a positive classroom community? How do my perceptions of schooling impact my beliefs around classroom community and positive school relationships?

Week 2 will address 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>
- 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/>

Supplemental Resources:

- Alberta Education. (n.d.) *Safe and caring schools*. <https://www.alberta.ca/safe-and-caring-schools#jumplinks-0>
- Booth Church, E. (2018). *Start the year by building community*. 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>
- Teaching Learning. (Host). (2020). *Setting up your classroom* [Audio podcast]. VoicEd Radio. 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/>
- 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 16-20: 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?

Week 3 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:

- McTighe, J & Wiggins, G. (n.d.). *Understanding by design framework*. https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
- CAST. (n.d.). *Universal design for learning (UDL) guidelines*. <https://udlguidelines.cast.org/>
- 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:

- Alberta Education. (2010). *Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction*. Author. <https://open.alberta.ca/publications/9780778586012>
- 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>
- 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=ehh&AN=85274918&site=ehost-live>

McTighe & Wiggins, G. (n.d.). *UBD in a nutshell*. Author.

<https://www.jedc.org/stemak/sites/default/files/ubdnutshell.pdf>

Any supplemental resource as required by the instructor.

Week 4 – September 23-27: 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?

Week 4 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:

Alberta Assessment Consortium. (2017). AAC Key visual: Assessing student learning in the classroom.

<https://aac.ab.ca/wp-content/uploads/2018/01/AAC-Key-VisualAUG2017.pdf>

Davies, A. (2011). Chapter 1: Making classroom assessment work (pp. 1-15). In *Making Classroom Assessment Work* (3rd ed.). Connections Publishing. **SEE LEGANTO FOR PDF.**

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* (2nd ed.). Corwin Press.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=6261769&ppg=38>

William, D. & Leahy, S. (2017). *Embedding formative assessment: Quick reference guide*. https://cloudfront-s3.solutiontree.com/pdfs/Reproducibles_EFA/quickreferenceguide.pdf

Supplemental Resources:

Assessment 101 modules: <https://aac.ab.ca/learn/go/assessment-foundations/> Note: To gain members access, create an account using your ucalgary email.

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>

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>

Any supplemental resource as required by the instructor.

Week 5 – September 30-October 4: 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?

Week 5 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>

Gonzales, J. (2013). Find your marigold: The one essential rule for new teachers.

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

Supplemental Resources:

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/

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=ehh&AN=140061521&site=ehost-live>

Any supplemental resource as required by the instructor.

October 7-18: Field Experience I: HAVE FUN!!!**Week 6 – October 21-25: 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 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 28-November 1) & Week 8 (November 4-8)*
What role does diversity play in inclusive classrooms?**

**Your instructor will provide more details for reading schedule for these two weeks.*

Week 7 & 8 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 concepts you will examine further in your Specialization, Individual Learning, and Diversity 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?
- How do we negotiate the tension between the seemingly opposing gestures of differentiation and inclusion?
- How can we support and honour Indigenous ways of knowing, immigrants and refugees, and sexual and gender minorities in the classroom, school, and community?

Required Readings:

Alberta Teachers' Association (2019). *Common threads for inclusive education: A note on terminology*.

https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/Common%20Threads/PD-170-2_No01_CT-A%20NoteOnTerminology.pdf

Alberta Teachers' Association. (2021). *Inclusive education in Alberta classrooms and schools*.

Author.

<https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/PD-170-1b-Inclusive-Ed-in-AB-Schools-Research-Report-web.pdf>

Chrona, J. (2022). Chapter 5: An Indigenous-informed pedagogy (pp. 115-172). In *Wayi wah!: Indigenous pedagogies : an act for reconciliation and anti-racist education*. Portage & Main Press.

https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3272991&site=ehost-live&ebv=EB&ppid=pp_115

Supplemental Resources:

Alberta Teachers' Association. (2019). *Stepping stones: Indigenous education resources*.

<https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/For%20Members/ProfessionalDevelopment/Walking%20Together/PD-WT-16k%20Indigenous%20Education%20Resources.pdf>

Alberta Teachers' Association. (n.d.). *Diversity and inclusion: Resources for teachers about diversity and inclusive education*. https://teachers-ab.libguides.com/diversity/inclusive_education

Alberta Teachers' Association. (n.d.). *Sexual and gender minorities*. <https://teachers-ab.libguides.com/lgbtq>

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

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

Alberta Education. (2010). Chapters 8, 9 & 10 in *Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction* Author. <https://open.alberta.ca/publications/9780778586012>

Alberta Education. (2017). *Supporting English language learners: ELL Benchmarks (website)*. Author.

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

Alberta Education. (n.d.). Inclusive education video series.

<https://www.youtube.com/playlist?list=PLvrD8tiHIX1Kyc2RNs7klPyC2qIjv-CAY>

University of Calgary Library Research Guides. (n.d.) *Education-Indigenous education*.

<https://libguides.ucalgary.ca/guides/indigenous-education>

Any supplemental resource as required by the instructor

Term Break: November 11-15

Week 9 – November 18-22: Learning Task 2B Presentations

No required readings this week. Students will be expected to engage in any materials provided by classmates for LT2B presentations/demonstrations.

Essential Question #3: What is education for?**Week 10 (Nov 25-29) & Week 11 (Dec 2-6)*****What is education and schooling for? How will education and schooling look in the future?****Your instructor will provide more details for reading schedule for these two weeks.*

This class will investigate perspectives about what education and schooling is for and examine the future of education in Alberta specifically and in Canada more generally.

- Perspectives on the purpose of education
- The vision of education in Alberta
- Current and future trends/issues in education
- Technology, online/digital learning, and artificial intelligence in education.

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%20Education.pdf>

Ontario Public School Boards' Association. (2023). Beyond knowledge: Preparing students for an uncertain future.

https://www.opsba.org/wp-content/uploads/2023/05/OPSB025-BeyondKnowledge_r6_ENG_aoda.pdf

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

<https://www.youtube.com/watch?v=qzvuJrVXNW8>

Trust, T. et al. (2023). ChatGPT: Challenges, opportunities, and implications for teacher education. *Cite Journal* 23(1).

<https://citejournal.org/volume-23/issue-1-23/editorial/editorial-chatgpt-challenges-opportunities-and-implications-for-teacher-education/>

Supplemental Resources:

Canadian Commission for UNESCO. (2020). *Canadian UNESCO Chairs: Reflections on the futures of education*.

<https://dr.library.brocku.ca/bitstream/handle/10464/15041/CanadianUNESCOChairsFutureOfEducation.pdf?sequence=1&isAllowed=y>

All4Ed. (n.d.). Demystifying artificial intelligence (AI) for K-12. <https://all4ed.org/future-ready-schools/emerging-practices-guides/demystifying-artificial-intelligence-ai-for-k-12/>

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 21st century skills*. [Video]. YouTube.

<https://www.youtube.com/watch?v=UZEZTyxSl3g>

UNESCO. (2023). Guidance for generative AI in education and research.

<https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>

University of Calgary. CAIELI—Centre for artificial intelligence ethics, literacy, and integrity.

<https://library.ucalgary.ca/services/caieli>

Any supplemental resource as required by the instructor

LEARNING TASKS AND ASSESSMENT

Please note that all assignments are expected to be the original work of the student and students are not to employ generative AI (for example, ChatGPT).

LEARNING TASK 1: Academic Response–Reflective Responses and Formal Postings (Individual)

Due Date: On-going

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. Some of your responses will be in our class Zoom meetings and some will be discussion forum posts via D2L. The weekly reflective responses evidence 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. These responses serve as evidence of engagement with course materials, demonstrate to your instructor your understanding of key course objectives, and provide an opportunity for you to engage with other students to further your understanding of the course materials.

Zoom Meeting Discussions

During each Zoom session students will be expected to respond to the questions posed in the course outline during break-out room discussions. Your instructor will provide more guidance on how this will be done.

- Each week please ensure you have a minimum of 1 quote from the required readings and an additional quote from any of the supplemental resources.

D2L Posts (Weeks 1, 3, 5)

On weeks without a Zoom meeting (Weeks 1, 3 and 5), students will be expected to respond at least twice to the questions posed in the Discussions area of D2L. You must post your own original reflective response and then respond to at least one of your peers' original reflections. Your posts should be evidence-informed, reflective, and demonstrate your understanding of course materials. **Complete as requested by your instructor by Sunday at 11:59pm**

- This academic response will be in the form of written text (approximately 500 words). Please note: if you wish to provide this response in a different format please check in with your instructor.
- Your original reflective response will include a minimum of 2 quotes from the required readings and 2 quotes from any of the supplemental resources.
- Your response to a peer's post will include a minimum of 1 quote from required readings and 1 quote from supplemental resources.
- 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 respond later in the week.
- Your first post in Week 1 will not be graded but you will receive formative feedback (i.e., peer and/or instructor) using the rubric criteria.
- Your original reflective discussion posts on Week 3 and Week 5 will be evaluated by your instructor using the criteria outlined in the rubric. Each post will be worth 10% of your overall mark in the course.
- Postings will be graded according to the following rubric.

CRITERIA FOR ASSESSMENT 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
Quality of response	- Posts/responses are thoroughly articulated and offer deep critical insight into your own experience as both an emerging teacher and learner.	- Posts/responses are well articulated and offer insight into your own experiences with some evidence of critical examination.	- Posts/responses are adequate and offer limited insight into your own experiences and critical examination.	- Posts/responses provide simplistic insight into your experiences.	- Posts/responses have little or no direct connection to course readings. <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 redo any assignment.</i>
Evidence from Course Materials	- Posts/responses clearly demonstrate a thorough understanding of the material read.	- Posts/responses demonstrate a solid understanding of the material read.	- Posts/responses demonstrate an adequate understanding of the material read.	- Posts/responses are simplistic or may be missing critical elements.	
	- Posts/responses demonstrate compelling understanding of the link between theory and practice.	- Posts/responses demonstrate a strong understanding of the link between theory and practice.	- Posts/responses demonstrate a relevant understanding of the link between theory and practice.	- Posts/responses demonstrate 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.	
Writing/ Expression	- Posts/responses stand as a superior example of writing and free of errors (of grammar and APA 7 th Edition).	- Posts/responses stand as a well-articulated example of writing and contains a few errors (of grammar and APA 7 th Edition).	- Posts/responses stand as an adequate example of writing and contains some errors (of grammar and APA 7 th Edition).	- Posts/responses are stand as a simplistic example of writing and contains many errors (of grammar and APA 7 th 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 5, 2024
Part B Due Date: November 22, 2024
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 of lesson plan topics will be further discussed in class with your instructor. All lesson plans will make use of a 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 required to be curricular in nature, nor do they have 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.

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)

	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
Clarity of Purpose	- 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 needs of individuals, while attending to group needs.	- The plan is student-centred in design and shows an understanding of the role of students and teachers in planning.	- An emergent understanding of student-centred planning is shown.	- There is little understanding demonstrated of student-centred planning.	
Interconnectedness of Planning Elements	- 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.
Annotations	- 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.

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

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>

Reflect on your lesson plan you prepared in LT2A. Consider all the teaching strategies your group members observed in Field I. Which of these strategies would work well in the in the lesson plan you created in LT2A?

Choose one teaching strategy and replace or add a learning activity to your lesson plan (you may choose to highlight more than one if it fits within the presentation time allotment). Work with your instructor to choose a strategy that is not chosen by another group.

There are 2 parts to this assignment:

a) **Summary** (Your instructor will provide more information on how this will be shared).

Provide a summary of a teaching strategy/strategies you have observed in Field 1 and how this can be used in your lesson plan from LT2A. This summary should include a clear, concise description and explanation of the strategy, as well as reflections from field experience. Make sure you include roles, background knowledge and necessary foundational concepts required of the teacher and learner (e.g., learner engagement, student-centered instructional practice). This includes describing what materials were needed and used and what [student competencies](#) were needed to conduct the strategy.

Also consider the following questions as you engage in this task:

- Why did you select this strategy or strategies? What is the pedagogical purpose?
- 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?

b) **Demonstration/Presentation (10-15 min)**

Demonstrate and/or describe the teaching strategy to others by either peer-teaching a learning activity that uses the strategy or presenting (mode to be approved by your instructor) a description of a learning activity that uses the strategy. Make sure to also provide your peers with descriptive elements required in the summary section to demonstrate your understanding of this teaching strategy.

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 Met
Overall Understanding of Strategy	- 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.	- 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.	- 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.	- 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.	- 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</i>
	- The pedagogical purpose for using this strategy is provided with purpose and clarity.	- The pedagogical purpose for using this strategy is provided in a solid and reasonable clear way.	- The pedagogical purpose for using this strategy is provided but it is superficial.	- A summary describing this strategy is provided.	
	- 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.	

Strategy Implementation	An in-depth understanding of how and why the strategy should work well with the lesson content is demonstrated.	A complete understanding of how the strategy should work well with the lesson content is demonstrated	An adequate understanding of how the strategy should work with the lesson content is demonstrated.	An limited understanding of how the strategy should work with the lesson content is demonstrated.	<i>expected to allow students to rewrite any assignment.</i>
	Demonstrates a superior understanding of student-centred instructional practice and ways to engage learners with content.	Demonstrates an understanding of either student-centred instructional practice or student engagement.	Demonstrates a beginning understanding of either student-centred instructional practice or learner engagement.	Demonstrates a superficial understanding of student-centred instructional practice.	
Demonstration/Presentation	Facilitation of learning activity/presentation demonstrates a rigorous approach with outstanding communication skills (e.g., good pace, confidence, appropriate language, clear voice, easy to follow) with all group members involved.	Facilitation of learning activity/presentation demonstrates a meaningful approach with superior communication skills (e.g., good pace, confidence, appropriate language, clear voice, easy to follow) with all group members involved.	Facilitation of learning activity/presentation demonstrates a satisfactory approach with adequate communication skills (e.g., good pace, confidence, appropriate language, clear voice, easy to follow) with all group members involved.	Facilitation of learning activity/presentation demonstrates a basic approach with novice communication skills (e.g., good pace, confidence, appropriate language, clear voice, easy to follow) with all group members involved.	
Writing	- 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, 2024**

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 has what you've learned, observed, and experienced influenced/shaped you as an emerging teacher?

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

	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
Content	- 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.	- 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>
	- 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.	
	- 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.	
Writing, Organization, and Styles	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. 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.

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.