

## EDUC 450 DIVERSITY IN LEARNING WINTER 2023

### ON-CAMPUS INSTRUCTOR INFORMATION:

Section	Instructor	Time	Location	Email
S01	Anuradha Sengupta	TR 13:00-14:50	EDC 255	asengupt@ucalgary.ca
S02	Michael Kehler	TR 13:00-14:50	EDC 278	michael.kehler@ucalgary.ca
S03	Marcia Kim	TR 08:30-10:20	EDC 255	makim@ucalgary.ca
S04	Lauren Sele	TR 08:30-10:20	EDC 278	lauren.sele@ucalgary.ca
S05	David Gustavson	TR 08:30-10:20	EDC 287	david.gustavson1@ucalgary.ca
S06	Simren Trehin	TR 08:30-10:20	SS 010	simren.trehin@ucalgary.ca
S07	Shaily Bhola	TR 08:30-10:20	SS 012	shaily.bhola@ucalgary.ca
S08	Zahra Golneshan	TR 08:30-10:20	EDT 01	zgolnesh@ucalgary.ca
S09	Aliya Kuzhabekova	TR 13:00-14:50	EDC 287	aliya.kuzhabekova@ucalgary.ca
S20*	Lyliam Jardine	TR 13:00-14:50	Zoom	lyliam.jardine@ucalgary.ca

\*Synchronous Zoom sessions for Section 20 will occur every TR from 13:00-14:50

**OFFICE HOURS:** By appointment only.

- Start date: January 9, 2023
- Last Day of Classes: March 10, 2023
- Term Break: February 19-25, 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.

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

**Office hours:** By appointment only

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

### COURSE DESCRIPTION:

Includes key topics in diversity education from a critical social justice perspective. This course aims to foster equitable, diverse, and inclusive learning environments that are accessible to all and free from discrimination. Students will consider the multiple and contested ways in which diversity in learning has been conceived, implemented and evaluated in schools.

## EXTENDED COURSE DESCRIPTION:

Diversity in Learning places an emphasis on creating equitable and inclusive classrooms for all students. A critical approach to social justice refers to specific theoretical perspectives that regard most societies as stratified (i.e., divided and unequal) in significant and influential ways related to social groupings such as race, class, gender, sexual orientation, and ability (among others). Critical social justice theorists recognize inequality as deeply embedded within social structures and actively seek to rectify this injustice. Course readings are informed by this perspective and focus on exploring power and privilege in educational contexts. Critical perspectives on diversity in learning often reveal multiple inequalities that influence access to, treatment in, and outcomes of schooling. Schools alone did not create these inequalities and teachers alone cannot be expected to solve them. Teaching is often regarded as a political and moral enterprise, and teachers' daily actions do matter in building a more just and caring society that is respectful of Equity, Diversity, and Inclusion (EDI) principles.

UCalgary's Office of Equity, Diversity and Inclusion defines **equity** as: "a principle, condition, process, and outcome rooted in human rights and the inviolability of human dignity. It is integral to the legal principle of justice, and the ethical principle and practice of fairness." It goes on to state that **diversity** is "a characteristic of nature and human society" and describes representational diversity as "an outcome of proactive measures to correct systemic disadvantage, and to create equitable opportunity structures and pathways for a critical mass of those who are historically disadvantaged and under-represented." According to UCalgary's Office of EDI, **inclusion** encompasses "norms, practices, and intentional actions to promote participation, engagement, empowerment, and a sense of belonging for members of historically underrepresented and disadvantaged groups in all aspects of life." Strong teacher training programs provide intentional opportunities for pre-service teachers to learn about EDI in educational contexts and prepare them for the diversity of the 21<sup>st</sup> century classroom. In this course, we are particularly interested in how EDI can be respected in schools and what our roles are in supporting the learning of all students in our classrooms.

## COURSE EXPECTATIONS:

To be successful in this course, you are expected to complete all readings, attend all scheduled class sessions, participate in discussions and activities, and complete all assignments. You are encouraged to approach the topics and material with humility and a willingness to get comfortable with being uncomfortable. This work is emotional, and can challenge our ways of understanding ourselves, the world, and our disciplines. You are invited to commit to vulnerability and generosity in honouring everyone's paths of learning (and un-learning) within the classroom community.

## LEARNER OUTCOMES:

Students will be able to:

- Recognize the various ways inclusion, exclusion, and discrimination manifest in school settings;
- Identify the contexts of social inequities in Canada and beyond;
- Listen to new information with intellectual humility and criticality;

- Identify key concepts in social justice education and be able to define them;
- Revise judgments and change behaviour in light of new evidence;
- Evaluate the implications of action/inaction, privilege, and various forms of oppression;
- Demonstrate sensitivity toward individual and cultural differences; and
- Formulate strategies for incorporating a respect for equity, diversity, and inclusion into teacher praxis.

**COURSE DESIGN AND DELIVERY:**

EDUC 450 Diversity in Learning will be delivered in person with the exception of section 20. There will be support through a D2L environment. This course follows a common course outline that is interpreted in the unique ways of each instructor who prepares learning opportunities for students using a variety of teaching methods and styles. The commonality of the course outline does not guarantee uniformity across sections.

**REQUIRED READING:**

Sensoy, Ö., & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education* (2<sup>nd</sup> Ed.). Teachers College Press.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4988008>

**\*E-book Central license permits only two simultaneous online users; per day, a user may print to PDF up to 87 pages**

*E-book available from the following vendors*

[Amazon Kindle](#) ; [Apple](#) ; [BookShelf](#) ; [Google Play Books](#) ; [Kobo](#)

**ASSIGNMENTS – AN OVERVIEW:**

ASSIGNMENT NAME	DUE DATE		% of Final GRADE
<b>LT1: Presentations</b> <ul style="list-style-type: none"> <li>• Facilitation</li> <li>• Engagement</li> </ul>	Throughout the term	Group*	30%
<b>LT2: Diversity &amp; Social Justice Lesson Plan</b>	February 17	Individual or Group*	30%
<b>LT3: Action for Social Justice</b>	<b>Part 1</b> due by February 3  <b>Part 2</b> due by March 3	Individual	40%

\*Please note, for group assignments you will be assessed as a group. If there are any concerns around group work, please consult with your instructor, who will discuss a reasonable plan forward based on the specificity of the context.

### TENTATIVE WEEKLY COURSE SCHEDULE:

Please note that changes to the schedule may occur in response to student questions and conversations. The descriptions of the learning tasks and weekly schedule of readings and activities provide a guideline for each instructor to work with. Specific interpretations of each assignment, readings, rubrics, or any modifications will be discussed in class by each instructor. Each instructor will specify specific reading schedules of your section.

Date	Topic(s)	Readings & Assignments
<b>Week 1</b>	Introduction to course concepts and approaches	Sensoy & DiAngelo (2017) Chapter 1: How to engage constructively in courses that take a critical social justice approach (pp. 1-22)
<b>Week 2</b>	School, society, and culture: Critical perspective	Sensoy & DiAngelo (2017) <ul style="list-style-type: none"> <li>▪ Chapter 2: Critical thinking and critical theory (pp. 23-34)</li> <li>▪ Chapter 3: Culture and socialization (pp. 35-49)</li> </ul>
<b>Week 3</b>	Implicit bias and  Religiously inspired homophobia	Sensoy & DiAngelo (2017) <ul style="list-style-type: none"> <li>▪ Chapter 4: Prejudice &amp; discrimination (pp. 50-59)</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>▪ Callaghan, T. D. (2019, January 16). Homophobia in the hallways: LGBTQ people at risk in Catholic schools. <i>The Conversation</i>. <a href="https://theconversation.com/homophobia-in-the-hallways-lgbtq-people-at-risk-in-catholic-schools-109023">https://theconversation.com/homophobia-in-the-hallways-lgbtq-people-at-risk-in-catholic-schools-109023</a></li> </ul> <p><a href="https://ezproxy.lib.ucalgary.ca/login?url=https://www.proquest.com/wire-feeds/homophobia-hallways-lgbtq-people-at-risk-catholic/docview/2168619175/se-2?accountid=9838">https://ezproxy.lib.ucalgary.ca/login?url=https://www.proquest.com/wire-feeds/homophobia-hallways-lgbtq-people-at-risk-catholic/docview/2168619175/se-2?accountid=9838</a></p>
<b>Week 4</b>	Power, oppression, ableism, and teaching	Sensoy & DiAngelo (2017) <ul style="list-style-type: none"> <li>▪ Chapter 5: Oppression and power (pp. 60-79)</li> <li>▪ Chapter 6: Understanding privilege through ableism (pp. 80-101)</li> </ul>
<b>Week 5</b>	Institutionalized sexism and  Welcoming gender diversity in schools	Sensoy & DiAngelo (2017) <ul style="list-style-type: none"> <li>▪ Chapter 7: Understanding the invisibility of oppression through sexism (pp. 102-118)</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>▪ Airton, L. (2019, May 17). The gender-friendly classroom: Practical advice for teachers on welcoming gender diversity everyday. <i>Education Canada</i>, 59(2)</li> </ul> <p><a href="https://www.edcan.ca/articles/gender-friendly-classroom">https://www.edcan.ca/articles/gender-friendly-classroom</a></p>

Date	Topic(s)	Readings & Assignments
		<a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=136518135&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=136518135&amp;site=ehost-live</a>
<b>Week 6</b>	Racism and anti-racism: Implications for school	<p>Sensoy &amp; DiAngelo (2017)</p> <ul style="list-style-type: none"> <li>▪ Chapter 8: Understanding the structural nature of oppression through racism (pp. 119-129)</li> <li>▪ Chapter 9: Understanding the global organization of racism through White supremacy (pp. 141-153)</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>▪ Lund, D. E., &amp; Carr, P. R. (2010). Exposing privilege and racism in the great white north: Tackling Whiteness and identity issues in Canadian education. <i>Multicultural Perspectives</i>, 12(4), 229-234.</li> </ul> <p><a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15210960.2010.527594">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15210960.2010.527594</a></p>
<b>February 19-25 Term Break, no classes</b>		
<b>Week 7</b>	Intersectionality and ideological assumptions	<p>Readings: TBA</p> <p>Please check your instructor for the readings for Week 7. Readings may include the following chapters:</p> <p>Sensoy &amp; DiAngelo (2017)</p> <ul style="list-style-type: none"> <li>▪ Chapter 10: Understanding intersectionality through classism (pp. 154-184)</li> <li>▪ Chapter 11: “Yeah, but...” common rebuttals (pp. 185-198)</li> </ul>
<b>Week 8</b>	Creating space for social change	<p>Readings: TBA</p> <p>Please check your instructor for the readings for Week 8. Readings may include the following chapter:</p> <p>Sensoy &amp; DiAngelo (2017)</p> <ul style="list-style-type: none"> <li>▪ Chapter 12: Putting it all together (pp. 199-217)</li> </ul>

## RECOMMENDED READINGS:

Banks, J. A. (Ed.). (2012). *Encyclopedia of diversity in education*. Sage. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=996661>

Ebook – only one online user at a time; per session, a user may print to PDF up to 521 pages

Callaghan, T. D. (2018). *Homophobia in the hallways: Heterosexism and transphobia in Canadian Catholic schools*. University of Toronto Press. <https://www-degruyter-com.ezproxy.lib.ucalgary.ca/toronto/view/title/542366>

Dei, G. J. S., Goldin-Rosenberg, D., & Hall, B. L. (Eds.). (2000). *Indigenous knowledges in global contexts: Multiple readings of our worlds*. University of Toronto Press. <https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1893437/indigenous-knowledges-in-global-contexts/2643549/>

Ebook - no limit on number of online users

Egbo, B. (2018). *Teaching for diversity in Canadian schools* (2<sup>nd</sup> Ed.). Pearson Canada. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/13e4ecq/01UCALG\\_ALMA21689343920004336](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/13e4ecq/01UCALG_ALMA21689343920004336)

Gorski, P. C., & Pothini, S. G. (2018). *Case studies on diversity and social justice education*. Taylor and Francis. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781351142526/case-studies-diversity-social-justice-education-paul-gorski-seema-pothini>

Lund, D. E., & Carr, P. R. (Eds.). (2015). *Revisiting the great white north? Rethinking whiteness, privilege, and identity in education* (2<sup>nd</sup> Ed.). Sense. <https://brill-com.ezproxy.lib.ucalgary.ca/view/title/60668>

Naqvi, R. (Ed.). (2015). *Living together: Muslims in a changing world*. [www.living-together.ca](http://www.living-together.ca)

### Optional Readings

(Note: Some of the following readings may be used depending on the pedagogical design of each instructor. Please follow your instructor's additional guidance.)

<b>Week 1</b>	Introduction to course concepts and approaches	Boler, M., & Zembylas, M. (2003). Discomforting truths: The emotional terrain of understanding difference. In P. P. Trifonas (Ed.), <i>Pedagogies of difference: Rethinking education for social change</i> (pp. 110-136). Routledge-Falmer. <a href="http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=116&amp;docID=182000&amp;tm=1544153491951">http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=116&amp;docID=182000&amp;tm=1544153491951</a> <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203465547-9/discomforting-truths-emotional-terrain-understanding-difference-megan-boler-michalinos-zembylas">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203465547-9/discomforting-truths-emotional-terrain-understanding-difference-megan-boler-michalinos-zembylas</a>
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		online UCalgary – click the link and sign in
<b>Week 2</b>	School, society, and culture: Critical perspective	<p>Kelly, D. (2012). Teaching for social justice: Translating an anti-oppression approach into practice. <i>Our Schools / Our Selves</i>, 21(2), 135-154.  <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=86208456&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=86208456&amp;site=ehost-live</a></p> <p>Desroches, S. J. (2016). Pedagogy of attention: Subverting the strong language of intention in social justice education. <i>Philosophical Inquiry in Education</i>, 24(1), 53-63. Retrieved from  <a href="https://journals.sfu.ca/pie/index.php/pie/article/view/433/560">https://journals.sfu.ca/pie/index.php/pie/article/view/433/560</a></p> <p>Niblett, B. (2017). Facilitating activist education: Social and environmental justice in classroom practice to promote achievement, equity and well-being. <b>PDF in D2L</b></p>
<b>Week 3</b>	Implicit bias and Whose knowledge?	<p>Mensah, F. M. (2013). Theoretically and practically speaking, what is needed in diversity and equity in science teaching and learning? <i>Theory into Practice</i>, 52, 66-72. <a href="https://doi.org.ezproxy.lib.ucalgary.ca/10.1080/00405841.2013.743781">https://doi.org.ezproxy.lib.ucalgary.ca/10.1080/00405841.2013.743781</a></p> <p>Leonard, J., Brooks, W., Barnes-Johnson, J., &amp; Berry III, R. Q., (2010). The nuances and complexities of teaching mathematics for cultural relevance and social justice. <i>Journal of Teacher Education</i>, 61(3), 261-270.  <a href="http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1177/0022487109359927">http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1177/0022487109359927</a></p> <p>McCoy, M., Elliott-Groves, E., Sabzalian, L., &amp; Bang, M. (2020). Restoring indigenous systems of relationality.  <a href="https://www.humansandnature.org/restoring-indigenous-systems-of-relationality">https://www.humansandnature.org/restoring-indigenous-systems-of-relationality</a></p>
<b>Week 4</b>	Power, oppression, ableism, and teaching	<p>Daling-Hammond, L. (2017). Teaching for social justice: Resources, relationships, and anti-racist practice. <i>Multicultural Perspectives</i>, 19(3), 133-138. <a href="http://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/15210960.2017.1335039">http://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/15210960.2017.1335039</a></p> <p>Samuels, D. R., Ferber, A. L., &amp; O'Reilly Herrera, A. (2003). Introducing the concepts of oppression and privilege into the classroom. <i>Race, Gender &amp; Class</i>, 10(4), 5–21. <a href="https://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/41675098">https://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/41675098</a></p>

		<p>Campbell, F. A. K. (2008). Exploring internalized ableism using critical race theory. <i>Disability &amp; Society</i>, 23(2), 151-165. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09687590701841190">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09687590701841190</a></p> <p>Clare, E. (2017, March 2). Grappling with cure. Lecture given at the University of California, Berkley School of Health. <a href="https://www.youtube.com/watch?v=wO_Gr-n6aq8">https://www.youtube.com/watch?v=wO_Gr-n6aq8</a></p>
<b>Week 5</b>	Institutionalized sexism and Gender diversity	<p>Raby, R., &amp; Pomerantz, S. (2015). Playing it down/playing it up: Girls' strategic negotiations of academic success. <i>British Journal of Sociology of Education</i>, 36(4), 507-525. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01425692.2013.836056">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01425692.2013.836056</a></p> <p>Smith, M. J., &amp; Payne, E. (2016). Binaries and biology: Conversations with elementary education professionals after professional development on supporting transgender students. <i>The Educational Forum</i>, 80(1), 34-47. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00131725.2015.1102367">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00131725.2015.1102367</a></p> <p>Gilbert, J. (2018, November 29). Responding to sexual violence in schools: What can educators learn? <i>The Conversation</i>. <a href="http://theconversation.com/responding-to-sexual-violence-in-schools-what-can-educators-learn-107769">http://theconversation.com/responding-to-sexual-violence-in-schools-what-can-educators-learn-107769</a> <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/wire-feeds/responding-sexual-violence-schools-what-can/docview/2140641923/se-2?accountid=9838">https://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/wire-feeds/responding-sexual-violence-schools-what-can/docview/2140641923/se-2?accountid=9838</a></p>
<b>Week 6</b>	Racism and anti-racism: Implications for school	<p>Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? <i>The International Journal of Qualitative Studies in Education</i>, 11(1), 7-24. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/095183998236863">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/095183998236863</a></p> <p>Indigenous Action. (2014, May 2). Accomplices not allies: Abolishing the ally industrial complex – An Indigenous</p>



		<p>perspective. <a href="http://www.indigenoussaction.org/wp-content/uploads/Accomplices-Not-Allies-print.pdf">http://www.indigenoussaction.org/wp-content/uploads/Accomplices-Not-Allies-print.pdf</a></p> <p>Bhopal, K. (2020). Confronting White privilege: the importance of intersectionality in the sociology of education. <i>British Journal of Sociology of Education</i>, 41(6), 807-816. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01425692.2020.1755224">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01425692.2020.1755224</a></p>
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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.

**ASSIGNMENT DEADLINES:**

Please note that no assignments will be accepted late unless an extension has been negotiated prior to the assignment deadline and prior to the last day of classes for this course. The onus is upon the student to initiate the negotiation of an extension via the use of the Deferral of Term Work Form. 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.

**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 writing support, contact the [Student Success Centre](#). 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>

**THE IMPORTANCE OF ATTENDANCE AND PARTICIPATION:**

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes, online sessions, 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 this course except for documented instances of personal or family illness or for religious requirements.

**CONSTRUCTIVE ENGAGEMENT:**

This course covers potentially sensitive and at times controversial topics, which can be emotionally and politically charged and may cause you to uncover and even question your previously held beliefs. This course content is intended to stimulate difficult conversations to prepare pre-service teachers for the diverse 21<sup>st</sup> century classroom. Although some of you may occasionally find working through this kind of material to be an uncomfortable experience, you are nevertheless invited to find productive ways to get comfortable with your own discomfort and engage constructively with the course content to preserve the dignity of all class members in their learning and unlearning.

**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 when possible.

Working in small groups (i.e., 3-5 students), you will prepare a brief video-recorded or online presentation or in-person presentation (10-20 minutes). There are two options for the material you will present on, which will be determined in dialogue with your course instructor and classmates.

**Option A: Animating key concepts / topics from the course texts.**

For this option, your focus will be on pedagogically expanding the collective and individual understandings of key concepts/topics from the readings assigned for the day you present. Your goal is to present the ideas in a meaningful way, attending to definitions of the key ideas, illustrations or examples, and relevant insights. Overall, you want to engage the class assuming they have read and understood the material, and your role is less with summarizing and more with teaching the concepts/topics through a creative and critical approach. Put on your teacher hats!

\* Please check the course outline (look specifically at the titles of the various texts) for topics, as well as the possible schedule for presentations.

**Option B: Pedagogical approaches and strategies for teaching for diversity and social justice.**

For this option, your group will seek out information on contemporary approaches to supporting diversity and facilitating social justice in education. Your goal in the presentation is to introduce the class to a strategy they might consider using during Field placements and into future teaching-and-learning spaces. Drawing from the readings in class, your presentation should show the possibilities and limitations your approach offers to diversity and social justice education. For Option B, you will also want to put on your teacher hats and move beyond simply summarizing what the approach is about. For example, you might find a way to invite the class to experience the approach or strategy (or a part of it) to allow them to reflect on its usefulness to them.

\*Sample Topics for Option B:

(You can speak to your instructor for resources and key texts to help you start this research)

- Culturally Relevant Pedagogy
- Culturally Responsive Pedagogy
- Critical Pedagogy
- Trauma-Informed Practices
- Drama Pedagogy
- (Massive Multiplayer) Role-Playing Games
- Funds of Knowledge
- Arts-Informed Practices
- Restorative Pedagogies (e.g., Watchel)
- Storytelling/narrative
- Universal Design for Learning
- Student Voice/Student Leadership
- Community Connections
- Anti-racism/anti-oppression pedagogies

**For both options:** In addition to your group presentation, please be prepared to share your group's presentation materials (e.g., PowerPoint, video, etc.) or prepare a 1–2-page handout with visuals, key points, and resources for further information for the class.

**Group Facilitation:** Your group will also oversee facilitating discussion for the week that your groups' topic is taken up. Your role is to move beyond a summary of the readings and to help the class deepen their understanding of the constructs being discussed and provide additional points for consideration, resources, and deeper reflections.

**Note:** Your presentation will be evaluated based on its quality, including a range of criteria listed in the rubric below.

Criteria LT1	Exemplary A (range)	Proficient B (range)	Emerging C (range)	Undeveloped D and below
<b>Depth of understanding and critical reflection</b>	Well-developed depth of understanding of the concept shown through strong connections between theory and practice.	Strong connections between theory and practice.	Sufficient connections made between theory and practice.	Minimal connections made between theory and practice.
<b>Presentation</b>	<p>Presentation was creative and aesthetically appealing, had a polished delivery, and provided an excellent illumination of the concept/topic.</p> <p>Individual and group voices were strongly represented.</p> <p>Images/audio/text strongly illustrated a concept/topic, and/or added rich meaning to the work.</p>	<p>Presentation was appealing, effectively delivered, and provided a detailed overview of the concept/topic.</p> <p>Individual and group voices were represented.</p> <p>Images/audio/text illustrated a concept/topic, and/or enhanced the work.</p>	<p>Presentation satisfactorily met the required standard and presented a neutral perspective.</p> <p>Individual and group voices were indistinct.</p> <p>Images/audio/text were used to support a concept/topic and enhance to the work.</p>	<p>Presentation did not meet the required standard.</p> <p>Individual and group voice poorly represented.</p> <p>Little or no attempt to use images/audio/text to enhance the work.</p>

<b>Engagement</b>	You play an active role in putting forward different ideas to create a dynamic environment, creating a rich environment for ideas to evolve into new and more refined forms.	You play an active role in putting forward different ideas to create a dynamic learning environment.	You participate in brainstorming different ideas independent of the conversation in the discussion board or do not put forward any new ideas.	Your participation did not contribute to our online learning community.
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Your task is to design a lesson plan of 2-3 pages based on critical concepts from the readings/texts/classroom discussions in the course. You can complete this assignment individually or in small groups (3-5 students). Ideally, your lesson plan should be prepared with a particular school setting, grade level, and subject area in mind. The design of your lesson plan should be rigorous, detailed, and creative; easy for someone else to follow and make sense of how you incorporated key concepts from the course materials in a meaningful way.

As part of this assignment, you are asked to consider what tacit assumptions underpin the discipline/subject area for the lesson plan, including: What knowledges, experiences, cultures, and voices are valued? What knowledges, experiences, cultures, identities, and voices are silenced or left out? In addition to a detailed lesson, you are asked to write a 1-2 page "notes to the teacher" section wherein you share your learnings about the discipline as well as any recommendations for pedagogical approaches and resources for another teacher to consider.

\*Note, in total you will submit 3-5 pages (2-3 for the lesson plan itself and an additional 1-2 for the "notes to the teacher")

Your assignment will be evaluated on the quality of the lesson plan designed, based on a wide range of criteria, listed in the rubric below. The lesson plan should demonstrate your depth of critical understanding of the readings' main concepts, as well as how your discipline / subject area is organized. Your lesson plan should attend to definitions of key ideas, theoretical perspectives, social messages, and conditioning forces. The framework for your lesson plan can be based upon models available at the Werklund School of Education's Doucette Library <https://library.ucalgary.ca/c.php?g=255367&p=1703325> or any acceptable models or exemplars you have found.

A critical understanding of the nuanced diverse needs of the students in question, through literature and practical experiences, should inform the design of your completed lesson plan. Lesson plans typically include elements such as: rationale, or the "hook" or anticipatory set; a description of readings or activities; questions that will be asked of the students; an approximate timeline for the elements; a way of assessing student learning; and your reflections on the lesson. Although not required, students are encouraged to deliver their lesson plan during their next Field Experience, as appropriate.

### Resources for LT2

- Alberta Education Authorized Learning Resources Database <http://www.learnalberta.ca/alrdb.aspx>
- Alberta Education Programs of Study <https://education.alberta.ca/topic-search/?categoryId=46395&journeyId=0>

- Sleeter, C. (2018, January 24). Designing lessons for a culturally relevant curriculum. Presentation at Teaching Works, University of Michigan.  
[https://www.teachingworks.org/images/files/Sleeter,\\_Christine\\_Seminar\\_Series\\_.pdf](https://www.teachingworks.org/images/files/Sleeter,_Christine_Seminar_Series_.pdf)
- Teaching Tolerance (n.d.) Social Justice Standards: The teaching tolerance anti-bias framework [https://www.tolerance.org/sites/default/files/2017-06/TT\\_Social\\_Justice\\_Standards\\_0.pdf](https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf)

Criteria LT2	Exemplary A (range)	Proficient B (range)	Emerging C (range)	Undeveloped D and below
<b>Content</b>	Individuals design a lesson plan that provides an exemplary critical understanding of core concepts from the course texts, & nuanced knowledge of the specific group targeted.	Individuals design a lesson plan that provides a proficient critical understanding of core concepts from the texts, & knowledge of the specific group targeted.	Individuals design a lesson plan that provides an emerging understanding of core concepts from the texts, & emerging knowledge of the specific group targeted.	Individuals design a lesson plan that reveals a misunderstanding of core concepts from the texts, & knowledge of the specific group targeted.
<b>Content/ Structure</b>	The lesson plan strongly incorporates learning outcomes from Alberta Curriculum. Lesson plan is coherent, concise and can be used effectively in classroom setting.	The lesson plan incorporates learning outcomes from Alberta Curriculum. Lesson plan is coherent, concise and can be used effectively in classroom setting.	The lesson plan incorporates few/little learning outcomes from Alberta Curriculum. Lesson plan is concise and can be used, in part, in classroom setting.	The lesson plan incorporates no learning outcomes from Alberta Curriculum. Lesson plan requires restructuring to be used effectively in classroom setting.
<b>Form/ Style</b>	The lesson plan reflects exemplary writing skill and attention to matters of content, formatting, and style.	The lesson plan reflects proficient writing skill and attention to matters of content, formatting, and style.	The lesson plan reflects satisfactory writing skill and attention to matters of content, formatting, and style.	The lesson plan reflects undeveloped writing ability and inattention to matters of content, formatting, and style.



The purpose of this assignment is to share how you come to understand and how you become situated within ideas taken up in the course. You are asked to think through the course materials and share a reflexive essay on your processes, uncertainties, questions, vulnerabilities, and consciousness raising throughout the term drawing on the readings, class discussions, your personal experiences and positionality, and the professional practice landscape toward social justice in education.

Some of the objectives for this course include consciousness raising, examining the meanings and implications of action and inaction, and understanding difference. It is also important to connect with others who have different beliefs, identities, and/or cultural traditions and engage in educational dialogue with them. To become directly familiar with some of the concepts and ideas we are discussing in class, you are required to turn abstractions into a direct and concrete experience by participating in a diversity experience – acting for social justice – outside of class.

You should locate and attend an event that you identify as an area of personal growth for you and envision your action for social justice project around that topic. You should attend an event that will allow you to critically examine taken-for-granted norms. Please note that attendance at relevant online events is also an option in light of the COVID-19 pandemic. You must attend this activity alone. Projects can take many forms and primarily involve participation (e.g., attendance and active involvement) at a pre-approved event or events. The potential for profound learning and understanding is reliant on your ability to interrogate your own identity and areas/communities/concepts that you would like to learn more about. You must practice open-mindedness and respect when engaging in the activity. Enter the situation/event as a learner and discoverer of new concepts and experiences in your life.

Some activities may not be readily open to non-members and may require pre-approval. It is your responsibility to get approval from the event organizer prior to attending if the event requires it. The organizer is welcome to contact your EDUC 450 Diversity in Learning instructor regarding the nature of this assignment and your participation in the event if they wish. Undertaking anti-discriminatory learning and unlearning is time-consuming and personally challenging. One often ends with as many questions as answers. This experience may be unsettling for some. Please be aware that excellent counseling services are available on the University of Calgary campus at <http://www.ucalgary.ca/wellnesscentre/counselling>.

Please be creative in planning your experience that will be most illuminating for you. To find possible communities, spaces, events to attend, perform internet searches and/or discuss your initial ideas with your classmates, group mates, or instructor. Be creative in finding your own event or organization in your community that you think would be the best way for you to challenge your social justice literacy and raise your own consciousness.

After your involvement at the event, or later, you should speak with someone at the event or from the organization or one of your peers/friends/family members. Making a human connection is part of the assignment. In other words, engage in a discussion with someone about the event to learn more about it or the community you are exploring. Please note that in some cases you may be asked to attend an event more than once for a richer experience.

**NOTE:** This is a TWO-PART assignment:

**PART 1:** PLAN is due February 3 and is part of the larger Action for Social Justice Assignment. Please follow instructor guidelines for specific details regarding formatting, and submission.

For the Action for Social Justice assignment to be impactful and personally meaningful for you, careful and intentional planning is essential. As you can see from the description of the assignment on the next pages, the potential for profound learning and understanding is reliant on your ability to interrogate your own identity and areas/communities/concepts that you would like to learn more about toward your action for social justice. This requires some personal reflection on your part. Ask yourself: "What are some areas that I could develop to enact social justice in education?" Only you will know the answer to this question, but it could be something having to do with race, sexuality, gender, religion, class, or ableism (or other topics of this course). Please do not feel as though you must wait for the date your topic will be covered in class – read carefully through the weekly course schedule and feel free to read ahead to determine a topic that will be most significant for you.

Once you have selected a topic, write a one-page, double-spaced, 12-point font plan that addresses the following questions:

**PLANNING FOR THE ASSIGNMENT:**

1. What is your proposed plan (activity, dates, time, duration, location)?
2. Who is/are the facilitator(s) of this event? Provide contact information.
3. Why have you chosen this specific event? Reflect on this and provide a brief paragraph rationale.
4. What are your assumptions and understandings going into the event about the group/community?
5. What are some questions that you would like to have answered about this group or community?
6. Which readings will you draw upon to support your reflexive essay?
7. What stage are you at in terms of organizing your activity and participation?
8. What supports do you think you might need to be successful in this activity?
9. What do you already know about the setting and proper protocols for your participation?
10. How will you plan to show your appreciation for attending this event or activity?

**Part 2: ACTION FOR SOCIAL JUSTICE** is due March 3 and is weighted at 40% of the final grade. Please follow instructor guidelines for specific details regarding formatting and submission.

After the event, write a 5-page reflective essay about your experience (double-spaced, 12-point font). Briefly describe the event/activity by outlining where you were, and focusing primarily on why you chose this event, what you learned from participation, and your overall reaction to the experience. Provide evidence that you experienced diversity, raised consciousness, and worked with course objectives of understanding diversity in learning. Articulate how this event either challenged or extended or reaffirmed your understanding of the experience/group/event or individual. Make connections to previous assumptions. Provide concrete examples to support your claims. Connect your new understandings to at least two concepts or readings from the course. Include an artifact from the event (if available) and contact information for the event organizer. Attach another copy of your Planning for the Action for Social Justice assignment when submitting the final work.

**In the spirit of sharing and diversity:**

- You may opt to deliver your assignment in the form of a 15-minute presentation that is technology-enhanced or arts-informed, but you will still have to submit a 2-page, double-spaced, 12-point font, reflexive essay about your experience that contains all the above criteria applicable to the 5-page reflexive essay.
- You, and your instructor, may choose to propose a different assignment that may be more in line with your emerging needs and desires thinking ahead to teaching in Field II and beyond. Write a 1-page description of the alternative final project in the form of a proposal. Whatever you propose must meet the overall learning goals for the course and this assignment.

Criteria LT3	Exemplary A (range)	Proficient B (range)	Emerging C (range)	Undeveloped D and below
<b>Clarity of Expression</b>	Strong organization of ideas that are logically presented. Ideas are original and focused. Clear and concise quality of expression throughout, resulting in high reader interest and engagement with the work.	Ideas are well organized in the expression, which is clear and concise in most parts of the paper and results in reader interest and engagement.	Ideas are presented in an organized fashion. Expression is sometimes unclear and results in a moderate level of reader interest.	Limited clarity of ideas. Fails to engage the reader.

<b>Depth of Understanding</b>	Deep understanding of diversity through experience and consciousness raising is evident through profound connections between theory and practice.	Deeper understanding of diversity through experience and consciousness raising is evident through strong connections between theory and practice.	Deeper understanding of diversity through experience and consciousness raising is evident through sufficient connections between theory and practice.	Deeper understanding of diversity through experience and consciousness raising is not evident. Only minimal connections are made to theory and practice.
<b>Critique &amp; Critical Analysis</b>	Consistently undertakes a careful and critical analysis of the diversity experience and its implications for practice.	Some evidence of careful and critical analysis of the diversity experience and its implications for practice.	Superficial analysis of the diversity experience and its implications for practice.	Weak analysis of the diversity experience and its implications for practice.
<b>Personal Extension</b>	Risk-taking exemplified by the personalized representation of ideas that either reaffirmed or challenged prior assumptions.	Good evidence of risk-taking reflected by the personalized representation and expression of ideas.	Adequate evidence of personal extension reflected in the personalized representation and expression of ideas.	Limited evidence of personal extension and ideas (e.g., simple and/or stereotypical descriptions, examples or images of the diversity experience).
<b>Grammar, Spelling, &amp; use of APA (7<sup>th</sup>)<sup>1</sup></b>	Minimal APA errors.	Some APA errors.	Several APA errors.	Rarely uses APA correctly.

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<sup>1</sup> The APA 7<sup>th</sup> refers to the seventh edition of the *Publication Manual* of the American Psychological Association.

**GRADING:**

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding performance
A	4.0	90-94	Excellent performance
A-	3.7	85-89	Approaching excellent performance
B+	3.3	80-84	Exceeding good performance
B	3.0	75-79	Good performance
B-	2.7	70-74	Approaching good performance
C+	2.3	65-69	Exceeding satisfactory performance
C	2.0	60-64	Satisfactory performance
C-	1.7	55-59	Approaching satisfactory performance
D+	1.3	52-54	Marginal pass. Insufficient preparation for subsequent courses in the same subject.
D	1.0	50-51	Minimal pass. Insufficient preparation for subsequent courses in the same subject.
F	0.0	49 and lower	Failure. Did not meet course requirements.

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.

**Note:** A+ is a rare and exceptional grade to be given at the instructor's discretion to the works of excellence and the highest quality.

**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 Kevin Dang, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

Werklund SU Representative is Dhvani Joshi, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).