EDUC 521: Design For Learning  
Fall 2022

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Time</th>
<th>Location</th>
<th>Email</th>
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<tr>
<td>S01</td>
<td>Douglas Clark</td>
<td>TR 13:00-15:20</td>
<td>EDC 255</td>
<td><a href="mailto:douglas.clark@ucalgary.ca">douglas.clark@ucalgary.ca</a></td>
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<tr>
<td>S02</td>
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<td>S03</td>
<td>Beaumie Kim</td>
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<td>Randy Head</td>
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<tr>
<td>S06</td>
<td>Tony Hampshire</td>
<td>TR 13:00-15:20</td>
<td>EDC 170D</td>
<td><a href="mailto:aehampsh@ucalgary.ca">aehampsh@ucalgary.ca</a></td>
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<tr>
<td>S07</td>
<td>Kristy Grovet</td>
<td>TR 10:30-12:50</td>
<td>EDC 370A</td>
<td><a href="mailto:kristine.grovet1@ucalgary.ca">kristine.grovet1@ucalgary.ca</a></td>
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<tr>
<td>S08</td>
<td>Addie Corah</td>
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<td>EDC 171</td>
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<tr>
<td>S09</td>
<td>Elizabeth McNeill</td>
<td>TR 13:00-15:20</td>
<td>Online</td>
<td><a href="mailto:elizabeth.mcneilly@ucalgary.ca">elizabeth.mcneilly@ucalgary.ca</a></td>
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<tr>
<td>S20</td>
<td>Marie-Claire Shanahan</td>
<td>T 06:00-07:30</td>
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<td><a href="mailto:mshanah@ucalgary.ca">mshanah@ucalgary.ca</a></td>
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<tr>
<td>S21</td>
<td>Michelle Hawks</td>
<td>T 08:00-09:30</td>
<td>Online</td>
<td><a href="mailto:michelle.hawks@ucalgary.ca">michelle.hawks@ucalgary.ca</a></td>
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<tr>
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<td>Douglas Clark</td>
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<td>S31</td>
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<td>S32</td>
<td>Marie-Claire Shanahan</td>
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<td>Online</td>
<td><a href="mailto:mshanah@ucalgary.ca">mshanah@ucalgary.ca</a></td>
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</table>

Class Dates: September 6-October 22, 2022

Zoom Dates:  
S09 is an on-campus section being offered online. Zoom sessions will take place every Tuesday/Thursday from 13:00-15:20.

Community-based/TAB:  

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:

This course focuses on expanding your view of design and your role and goals as a designer for the students in front of you. Teachers are designers not just enactors – Design is an everyday act for teachers. Design is a continuous process within affordance and constraints that opens up possibility in curriculum.

Central to the idea of design in this course is the possibility of reframing and reconsidering how we think about our roles, our students, and the curriculum. Curricular design is a public space/enactment of a public/world
making. Fundamental challenges can’t be addressed with the frame in which they arose (e.g., knowledge worth learning is only created by experts). New Frames can create new ways of seeing and acting on challenges.

This course will explore how we might reconceptualize the curriculum in terms of Third Space, Transdisciplinarity, Interdisciplinarity, and Alternative Ways of Knowing.

All design is political because designers explicitly or implicitly prioritizes certain perspectives, stakeholders, frames, and ways of looking at the world. With that understanding, teachers should engage as critical practitioners looking to support all students with a commitment to advocating the voices and experiences of those who have been historically silenced or omitted by traditional teaching practices and curricula.

This course focuses on exploring these goals within the context of schools, the program of studies, and the demands within which teachers navigate. The emphasis is on exploring how the perspectives of this course can not only co-exist within your role and life as a teacher but enhance and improve your life and impact as a teacher for the students in front of you in the classrooms where you will teach.

**LEARNER OUTCOMES:**

- Understand the role of design for your students and their experiences.
- Understand curriculum as resources for design.
- Understand the Program of Studies (formalized curriculum documents) and design as supportive of teachers and students living curriculum well together
- Understand the advantages in design of being open to new frames and alternative ways of knowing and learning.
- Understand the Third Space and develop capacities to reimagine disciplinary learning through design.
- Understand and consider the interdisciplinary and transdisciplinary nature of our world and human experience in design.
- Understand that problems are often not solved from within the context and associated ways of thinking in which they arose
- Experience being a reflexive practitioner (encompassing co-design and co-reflection with colleagues of different perspectives) who publicly shares and receives feedback to improve and strengthen ideas and works in progress.
- Experience designing an interdisciplinary/transdisciplinary activity that leverages the lenses and perspectives of this course within the context of a curricular topic/theme/unit leveraging perspectives on third space, alternative ways of knowing, and/or reframing.

**COURSE DESIGN AND DELIVERY:** This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

**REQUIRED AND ADDITIONAL RESOURCES:** SEE WEEKLY COURSE SCHEDULE – NO MATERIALS NEED TO BE PURCHASED – ALL ARE LINKED IN THE WEEKLY COURSE SCHEDULE
LEARNING TASKS OVERVIEW

<table>
<thead>
<tr>
<th>LEARNING TASK</th>
<th>DESCRIPTION OF LEARNING TASK</th>
<th>GROUP / INDIVIDUAL</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
</tr>
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<tbody>
<tr>
<td>Learning Task #1</td>
<td>Design Reflections</td>
<td>Individual</td>
<td>25%</td>
<td>Initial Reflection: September 5</td>
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<tr>
<td></td>
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<td></td>
<td>Final Reflection: November 1</td>
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<tr>
<td>Learning Task #2</td>
<td>Facilitate Two Course Reading Discussions Using Discussion Protocols</td>
<td>Individual</td>
<td>30%</td>
<td>Syntheses of Reading Discussions You Facilitate: Due Within 48 Hours of Discussion</td>
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<tr>
<td>Learning Task #3</td>
<td>Explore a Design Challenge Within and Beyond the Curriculum</td>
<td>Group</td>
<td>45%</td>
<td>Part 1: October 14</td>
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<td>Part 2: November 1</td>
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</table>

DETAILED WEEKLY COURSE SCHEDULE AND READINGS

<table>
<thead>
<tr>
<th>Themes and Guiding Questions and Objectives</th>
<th>Activities for First Part of Week</th>
<th>Activities for Second Part of Week</th>
</tr>
</thead>
</table>
*E-book licence permits only one online user at a time; per day, a user may print to PDF up to 111 pages*  
**Orientation:** LT3 Project Part 1 and Start Forming Project Groups  
**Activity LT3:** Exploring your student voices - Introduction as resources to be used throughout the semester (examples provided by instructors).  
**Additional Resources:** Video by library on research and start looking for sources of interest: *Stakeholder Research* |
| Teachers are designers not just enactors.  
Design is an everyday act for teachers  
You should design for the students in front of you.  
Curricular design is a public space / enactment of a public/world making  
Design is a continuous process within affordance and constraints.  
Design opens up possibility in curriculum |  
**Introduction to Course**  
**Activity:** Beginning relationally with each other and the topic – introductions and relationship building.  
**Activity:** Designing for someone in the class.  
**Activity:** View and Discuss Principles of human-centered design (Don Norman): [https://www.youtube.com/watch?v=rmM0kRf8Dbk](https://www.youtube.com/watch?v=rmM0kRf8Dbk)  
**Orientation:** Learning Communities for Readings  
**Week 2: Designing With and For The Students In Front of You (9/12)**

Seeing the Program of Studies (formalized curriculum documents) and design as supportive of teachers and students living curriculum well together.

Seeing curriculum as constraints and resources for design.

Navigating tensions between Other’s curriculum vs Our curriculum.

**Introduction.** Designing learning with ethical, relational as well as informational priorities, thinking carefully about how we frame education and learning as we design, and how the ways in which students experience education and themselves are framed in how learning is designed.


**Introduction:** Teacher designs in the dialogic space between individual students, students with proper names, and institutional / governmental expectations - curriculum-as-plan becomes curriculum-as-lived.

**Activity LT3:** Expand discussion with Aoki’s ideas around tension as not to be eliminated but recognized and used to stimulate the best of what we can do.

**Activity LT3:** Exploring student voices

**Activity LT3:** Finalize design groups around interests in terms of perceived perplexities in curriculum.

**Additional Resources:**


The Role of the Teacher.
### Activity LT3: Identify some of the “tensions” and possibilities between curriculum-as-plan / Program of Studies and the lived, embodied experiences of students as they describe them and as BEd students may themselves have experienced them in terms of typical schooling experiences and structures versus curriculum-as-it could-be-lived.

### Additional Resources:


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### Week 3: Reframing Challenges in Education to Support More Equitable and Productive Learning Environments (9/19)


**Reading Groups Discuss:** Notes by MC Shanahan on Dorst: [https://drive.google.com/file/d/1vhR1xT7hSg26aW14t6tIXRGthbsbGigw/view?usp=sharing](https://drive.google.com/file/d/1vhR1xT7hSg26aW14t6tIXRGthbsbGigw/view?usp=sharing)

**Activity LT3:** Explore reframing “knowing” for your topic area in terms of the arts.

**Activity LT3:** Groups share and get feedback from other groups.


**Additional Resources:**


<table>
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<tr>
<th>Week 4: Reframing Challenges in Education: Third Space and Indigenous Perspectives (9/26)</th>
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<tr>
<td><strong>How can design that centers the Third Space help teachers reimagine disciplinary learning?</strong></td>
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**Activity LT3:** Project groups explore new frames for the project. Project Groups work on revising LT3 Part 1.

**Activity:** Watch and discuss Overcoming Deficit-Oriented Approaches to Teaching (Kris. Gutiérrez):
https://www.youtube.com/watch?v=BJI3q0wrJQ

**Activity:** Watch and discuss ZODP as Wise Pedagogy (Kris. Gutiérrez):
https://www.youtube.com/watch?v=pZdU4QUHi1w&t=2s


**Reading Groups Discuss:** Notes by MC Shanahan on Dorst:
https://drive.google.com/file/d/1vhR1xT7hSg26aW14t6tXRGthbsbGigw/view?usp=sharing

**Activity LT3:** Identify curriculum expectations that you would like to unpack (e.g., Newton's Laws of Motion, Quadratic Function). Identify both the possibilities and constraints (including problematic ideologies embedded in the way curriculum sets up teaching the concepts identified). How would you design the third space - rethinking the disciplinary concepts with the lived experiences and silenced voices of historically marginalized learners in mind?

**Additional Resources:**
**Activity:** In reading groups discuss connections and synergies across Transdisciplinarity and the Indigenous Education course for reframing in the projects. Think about the design of the Indigenous Education course, the ideas, the assignments, the pedagogies, and the intentionality.  
**Additional Resources:**  
| --- | --- |
| Reading Groups Discuss: How might other forms of representation beyond language, lead to deeper understanding? | Activity: Shanahan, M.-C. (2022). What are disciplines and what is interdisciplinarity? [https://uofc-my.sharepoint.com/:b:/g/personal/mcshanah_ucalgary_ca/ESwAM9K-5ddHtiwvBNZyZkBUKGo3CqV1OwCvml2sf-eQ?e=eniwE](https://uofc-my.sharepoint.com/:b:/g/personal/mcshanah_ucalgary_ca/ESwAM9K-5ddHtiwvBNZyZkBUKGo3CqV1OwCvml2sf-eQ?e=eniwE)  
**Additional Resources:**  
Education Scotland (2012, September). CfE brief 4: Interdisciplinary learning. [https://dera.ioe.ac.uk/17803/7/IDL_Briefing_tcm4-732285_redacted.pdf](https://dera.ioe.ac.uk/17803/7/IDL_Briefing_tcm4-732285_redacted.pdf) |
**Activity:** LT3: Groups consider ideas about solutionism and how to avoid it in their own project.  
**Additional Resources:**  
Program of Studies can coexist with student centered design
How do you balance teaching the program of studies with emergent and generative learning?

|---|---|

**Additional Resources:**

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**Week 7: All design is political (10/10)**

All design is political because all design prioritizes certain perspectives, stakeholders, frames, and ways of looking at the world.

No design is neutral. With that understanding, teachers should engage as aware and critical practitioners.


**Activity:** Explore Alberta Curriculum Analysis: Who does this curriculum think you are? [https://alberta-curriculum-analysis.ca/](https://alberta-curriculum-analysis.ca/)

**Additional Resources:**
Design Justice: A talk with Sasha Costanza-Chock, Catherine D’Ignazio, and Jaleesa Trapp (2020) [19:49-25:45 about affordances and burdens of design unequally distributed] [49:50 Jaleesa Trap talks about the importance of engaging with participants] [https://youtu.be/Yrb6q-NDD50](https://youtu.be/Yrb6q-NDD50)

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**Week 8: Design and learning are a continuous journey (10/24)**

Design and learning as continuous journey
Seeing the next stages in design

**Activity:** Discussion of where you see yourself going as a designer

**Activity LT3:** Finishing Projects and Presentations

**Additional Resources:**
[https://www.edutopia.org/blog/teachers-are-learning-designers-andrew-miller](https://www.edutopia.org/blog/teachers-are-learning-designers-andrew-miller)

**Activity LT3:** Project Sharing Poster Session

**DUE:** LT1 Final Design Reflection Submitted to D2L dropbox on or before November 1, 2022.

**DUE:** LT3 Part 2 submitted to D2L dropbox on or before November 1, 2022.

**Changes to Schedule:**
Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.
LEARNING TASKS AND ASSESSMENT

Learning Task 1: Design Reflections

Due: Initial Design Reflection (Individual 5%) – Submitted to D2L Dropbox on or before September 5, 2022 and shared with classmates as determined by the Instructor.

Due: Final Design Reflection (Individual (20%) – Submitted to D2L Dropbox on or before November 1, 2022.

In this learning task you will have opportunities to demonstrate scholarly and professional thinking about the principles, commitments, and practices of designing for learning. You will also have opportunities to reflect upon the scholarship and practicalities of design decisions that reflect students’ voices, designers’ intentions, and the learning possibilities those decisions make more and less possible. Your instructor will provide further information and a rubric on D2L.

Initial Design Reflection

Who are you as a designer? Before the first day of the course you will begin with a reflective description of your current thinking about the role of teacher as a designer of student learning. This written piece should be 300-400 words in length. This first submission will only be graded as “completed” or “not completed” – If you submit it on time you will get full marks. It will be used as a point of reference for early course conversations, a way to get to know one another, and as a resource for the course’s final reflection which will be submitted for assessment at the end of the semester. Your instructor will determine how to share it with your classmates (e.g., posting on D2L, bringing a printed copy to class, etc).

Guiding questions for the Initial Course Reflection

○ Drawing on your experiences and current understanding of the role of the teacher, student, and curriculum, how do you see the idea of designing learning being similar to or distinct from ideas of covering curriculum, delivering curriculum, implementing instruction, or ensuring learning?
○ Why or how might a design perspective be important? Why or how might it need to be undertaken carefully?
○ What pedagogical values and commitments do you hold that might be challenged or enabled by taking a design approach to planning and instruction?

Final Design Reflection

In this final reflection (650-750 words), you have the opportunity to consider how your understanding of design in education has evolved and changed over the period of this course. Your response to these questions should include multiple connections to the required course resources and your collaborative design experience. Your reflection should address the following questions:

Guiding questions for the Final Course Reflection:

○ How have the ideas, commitments, and values you described in your initial course reflection been strengthened, extended, challenged, or altered through your study and design work?
○ How did your design work reflect a particular frame of design? What affordances and challenges did that frame offer (thinking from the perspective of your designer intentions, student voice, student learning, and curriculum)?
● How might your practice as a teacher include frames or orientations of design? What else might you seek to do in your teaching as you design for learning?
● When you now consider how you will take up design in your future practice based on this new understanding, what are some specific examples of the kinds of activities and practices you plan to engage in?

**Learning Task 2: Facilitate Two Course Reading Discussions Using Discussion Protocols**

**Due:** See sign-up sheet ahead of Week 1

**Due:** Synthesis of the first reading discussion you facilitate (Individual 15%) posted in D2L dropbox within 48 hours of the discussion and shared with your group by email

**Due:** Synthesis of the second reading discussion you facilitate (Individual 15%) posted in D2L dropbox within 48 hours of the discussion and shared with your group by email

In this assignment, you are asked to work within a professional learning community created by your instructor to employ a discussion protocol to foster facilitation of reading discussions on two different days. Please note that some discussion days may involve two short readings instead of one longer reading. The goal is to deepen understanding of the required course readings and the ideas for each week. The purpose of this task is to connect scholarly and theoretical principles from design studies to professional thinking and practices in education. The task is also meant to contribute to your design work in LT3. Within your discussion you should:

a) Talk about connections of key insights from the reading to the design project
b) Talk about connections of key insights from the reading to current issues in education and the new curriculum
c) Talk about connections of key insights from the reading in terms of practical realities of the classroom

Specifically, you are asked to lead a small group of your colleagues through a discussion protocol that should require approximately 30 minutes from the participants. Over the course of facilitating this discussion, you are invited to introduce 3-4 key insights and accompanying quotes from the reading(s). You are also invited to introduce thought-provoking discussion questions designed to foster connections to design work in LT3. You can adopt an existing discussion protocol or create your own discussion protocol.

● Harvard Graduate School of Education. (n.d.). Teaching & learning lab: Discussion protocols: [https://www.gse.harvard.edu/sites/default/files/Protocols_Handout.pdf](https://www.gse.harvard.edu/sites/default/files/Protocols_Handout.pdf)
● Cult of Pedagogy. (2015, October 15). The big list of class discussion strategies: [https://www.cultofpedagogy.com/speaking-listening-techniques/](https://www.cultofpedagogy.com/speaking-listening-techniques/)
● A guide in Prism with alternatives for asynchronous discussion forums that could provide good models: [https://prism.ucalgary.ca/handle/1880/113403](https://prism.ucalgary.ca/handle/1880/113403)

Each discussion leader is then asked to provide a synthesis of the conversation to be posted in D2L dropbox within 48 hours of the discussion and shared with your group by email. DO NOT just report on what the group said. The post discussion synthesis is designed to reflect a rich discussion, drawing together multiple insights, questions, and breakthroughs that helped your professional learning community deepen their understanding of designs for learning. Your instructor will provide further information and a rubric on D2L.
Learning Task 3: Explore a Design Challenge Within and Beyond the Curriculum

Due: Part 1 – Explore and Reframe phases (Group 25%) – Submitted to D2L dropbox (only one person needs to submit for the whole group but the last names of all members of the group need to be in the title of the submitted file) – October 14, 2022

Due: Part 2 – Create and Catalyze phases (Group 20%) – Submitted to D2L dropbox (only one person needs to submit for the whole group but the last names of all members of the group need to be in the title of the submitted file) – November 1, 2022

In this assignment you will explore a design challenge/issue/problem within and beyond the curriculum as a group of 3-4. You will design an interdisciplinary/transdisciplinary activity spanning 1-3 days that leverages the lenses and perspectives of this course within the context of a curricular topic/theme/unit. It should incorporate perspectives on third space, alternative ways of knowing, and/or reframing.

We suggest that you form your group (in consultation with the instructor) to have a diversity of perspectives, expertise, interests, and subject foci but with some aspect of commonality (e.g., similar grade teaching). You will digitally document, through a mix of both text and images, your process working through a design challenge exploring how curriculum (i.e., within) can be built on students’ lived experiences and cultural resources (i.e., beyond) to create third spaces and/or other powerful reframings from this course. The purpose of this Learning Task focuses specifically on leveraging the lenses and ideas from this course to explore ways that you can expand the framings of the Program of Studies to better engage and support your students. This project therefore differs from what you are doing in your specialization course in terms of the emphasis on reframing through the lenses explored in the course, including the third space, alternative ways of knowing, and trans-/inter-disciplinarity. Your instructor will provide further information and a rubric on D2L.

- Your design work will focus on creating a class activity or activities within a large context of a curricular topic/theme/unit.
- Your design work should clearly show the reframing of the challenge/issue/problem that you encounter in the context of enacting curriculum.
- You will design the activity or activities in detail, but you can describe the larger curricular context in much less detail.
- The activities should reframe traditional approaches or conceptions of the discipline and classrooms in alignment with the ideas of the third space, alternative ways of knowing, and trans-/inter-disciplinarity.
- The activities should affirm and build on students’ lived experiences to address learning goals in the program of studies.
- The activity or activities should result in something (artifact, performance, behavior, or experience) that demonstrates student learning and could be assessed in terms of student learning.

The nature of this assignment draws on the Double-Diamond Model of Design (see, Design Council, 2021) as discussed by Norman (2013) as well as the framing and reframing processes discussed by Dorst (2015). These perspectives involve iterative and recursive processes where designers first engage in divergent thinking to explore a range of ideas and possibilities before engaging in convergent thinking to refine and narrow down to the most appropriate ones. As can be seen in this diagram (Design Council, 2022), the cycle of divergence and convergence occurs two times — once to Explore and Reframe a problem, and a second time to Create and Catalyze novel solutions. The design process is meant to be iterative and recursive both within each diamond, as well as between the two diamonds.
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](http://www.ucalgary.ca/pubs/calendar/current/e-2.html)

**Late Submissions**

All late submissions of assignments must be discussed with the instructor prior to the due date. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor’s note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course 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

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

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](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](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.

Werklund SU Representative is Dhwani Joshi, educrep@su.ucalgary.ca.