

**EDUC 521: Design For Learning, Stampede Cohort  
Fall 2023**

Section	Instructor	Time	Location	Email
S10	Stephanie Bartlett	TR 13:00-15:20	Off-Campus: Sweetgrass Lodge, Calgary Stampede	bartlets@ucalgary.ca

**Class Dates:** September 5-October 27, 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:**

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 at the Sweetgrass Lodge on the Calgary Stampede Grounds 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

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	<i>Metacognitive Journal: Understanding of Place and Interdisciplinary Learning in a Knowledge-Building Community</i>	Individual	25%	<b>Initial Reflection: September 15</b> <b>Final Reflection: October 29</b>
Learning Task #2	<i>Facilitate Two Course Reading Discussions Using Discussion Protocols</i>	Individual	30%	Syntheses of Reading Discussions You Facilitate: Due before the next meeting of class.
Learning Task #3	<i>Part 1: Explore Place, Relationships and Design Within and Beyond the Curriculum</i>  <i>Part 2: Sharing Circle/Transformative Action as a Community of Educators</i>	Group	45%	<b>Part 1: October 13</b> <b>Part 2: October 29</b>

**DETAILED WEEKLY COURSE SCHEDULE AND READINGS**

<b>Themes and Guiding Questions and Objectives</b>	<b>Readings and Resources</b>
<p><b>Week 1: Building Relationships as a way to Design for Learning</b></p> <p>Understanding the importance of place and relationships</p>	<p><i>Introduction to Course</i></p> <p><b>Activity:</b> Beginning relationally with each other and the topic – introductions and relationship building in a learning circle with a Blackfoot Elder.</p> <p><b>Questions to consider as you review the readings and your in-class experiences:</b>            What is the role of place? What does a place teach? What happens in that place?</p> <p><b><u>DUE LT1:</u> Initial Reflection submitted to D2L Dropbox on or before <b>September 15, 2023</b>, and shared with classmates as determined by Instructor.</b></p> <p><b>Reading Groups Discuss:</b></p> <p>TBA</p>
<p><b>Week 2: Designing With and For The Students In Front of You</b></p>	<p><b>Stampede River Walk:</b> Guided tour of the Stampede grounds to meet community partners and to begin building a relationship with the place that is the Calgary Stampede.</p> <p><b>Questions to consider as you review the literature and the field trip:</b>            What is your understanding of interdisciplinary learning? How might your prior experiences/skills contribute to contemporary conceptualizations of interdisciplinary learning designs?</p> <p>Where do you see possibilities for interdisciplinary design at the Stampede?            Reflecting on the field trip, what topics are you personally connected to?</p> <p>What is the role of place? What does a place teach? What happens in that place?</p> <p><b>Reading Groups Discuss:</b></p> <p>Chambers, C. (2006). “The land is the best teacher I have ever had”: Places as pedagogy for precarious times. <i>Journal of Curriculum Theorizing</i> 22(3), 27-38.  <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=23934544&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=23934544&amp;site=ehost-live</a></p> <p>Donald, D. (2021). We Need a New Story: Walking and the Wâhkôhtowin Imagination. <i>Journal of the Canadian Association for Curriculum Studies</i>, 18(2).  <a href="https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40492/36659">https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40492/36659</a></p> <p>Grumet, M. (2006). Where does the world go when schooling is about schooling?  <a href="https://link.gale.com/apps/doc/A159508003/AONE?u=ucalgary&amp;sid=bookmark-AONE&amp;xid=6bf5fe91">https://link.gale.com/apps/doc/A159508003/AONE?u=ucalgary&amp;sid=bookmark-AONE&amp;xid=6bf5fe91</a></p>

	<p><b><i>Additional Resources:</i></b></p> <p>Markides, J. (2021). Examining the Ethical Implications and Emotional Entailments of Teaching Indigenous Education: An Indigenous Educator’s Self-Study. In <i>Self-Study and Diversity III</i> (pp. 103-121). Brill.  <a href="https://brill-com.ezproxy.lib.ucalgary.ca/view/book/9789004505216/BP000014.xml">https://brill-com.ezproxy.lib.ucalgary.ca/view/book/9789004505216/BP000014.xml</a></p> <p>Aoki, T. (1999). Interview: Rethinking curriculum and pedagogy. <i>Kappa Delta Pi Record</i>, 35(4), 180-181.  <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/00228958.1999.10518454">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/00228958.1999.10518454</a></p> <p>Lifshitz, J. (2019, July 29). Helping students to see the beauty in a place like Baltimore. [Blog post] Retrieved from  <a href="https://crawlingoutoftheclassroom.wordpress.com/2019/07/29/helping-students-to-see-the-beauty-in-a-place-like-baltimore/">https://crawlingoutoftheclassroom.wordpress.com/2019/07/29/helping-students-to-see-the-beauty-in-a-place-like-baltimore/</a>.</p> <p>The Education Act (2019). Alberta Education,  <a href="https://www.alberta.ca/education-guide-education-act.aspx">https://www.alberta.ca/education-guide-education-act.aspx</a>      The Role of the Teacher.</p>
<p><b>Week 3: Reframing Challenges in Education to Support More Equitable and Productive Learning Environments</b></p> <p>Fundamental Challenges Cannot Be Addressed in The Frame in which they arose.</p> <p>New Frames can create new ways of seeing and acting on challenges</p>	<p><b><i>Tour of the new SAM Centre (year around museum for the Calgary Stampede) currently under construction.</i></b></p> <p><b><i>Questions to ask:</i></b></p> <p>Where is evidence of co-design in the conceptual and physical design of the SAM Centre?</p> <p>Where is the evidence of challenges and reframing throughout this project?</p> <p>How does story play an ongoing role in the design and construction of the physical space, the community, and the learning space? How might this challenge you to begin with story in your own designing for learning?</p> <p><b><i>Reading Groups Discuss:</i></b></p> <p>Dorst, K. (2012). <i>How design can improve public spaces (video)</i>.  <a href="https://youtu.be/dPsmww461pI">https://youtu.be/dPsmww461pI</a></p> <p>Notes by MC Shanahan on Dorst:  <a href="https://drive.google.com/file/d/1vhRIxT7hSg26aW14t6tIXRGthbsbGigw/view?usp=sharing">https://drive.google.com/file/d/1vhRIxT7hSg26aW14t6tIXRGthbsbGigw/view?usp=sharing</a></p> <p>Dorst, K. (2015). <i>Frame innovation: The frame creation model</i> (Chapter 4: pp. 73-98). MIT Press  <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3339962&amp;ppg=90">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3339962&amp;ppg=90</a></p>

	<p><b><i>Additional Resources:</i></b></p> <p>Sawyer, R. K. (2017). Teaching creativity in art and design studio classes: A systematic literature review. <i>Educational Research Review</i>, 22, 99-113  <a href="https://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S1747938X17300271">https://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S1747938X17300271</a></p> <p>Martin, B. H., Snook, B., &amp; Buck, R. (2018). Creating the Dance and Dancing Creatively: Exploring the Liminal Space of Choreography for Emergence. <i>Journal of the Canadian Association for Curriculum Studies</i>, 16(1), 162–174. Retrieved from <a href="https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40369">https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40369</a></p>
<p><b>Week 4:</b></p> <p>Co-designing authentic learning tasks and inquiry questions that will engage students</p> <p>Sponsoring participatory learning environments</p>	<p><b><i>Reading Groups Discuss:</i></b></p> <p>Aoki, T. (2005). Teaching as indwelling between two curriculum worlds. In W. Pinar &amp; R. Irwin (Eds.), <i>Curriculum in a new key: The collected works of Ted T. Aoki</i> (pp. 159-165). Lawrence Erlbaum.  <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=234228&amp;ppg=180">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=234228&amp;ppg=180</a></p> <p><a href="https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781410611390-10/teaching-indwelling-two-curriculum-worlds-1-1986-1991-william-pinar-rita-irwin">https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781410611390-10/teaching-indwelling-two-curriculum-worlds-1-1986-1991-william-pinar-rita-irwin</a></p> <p>Aoki, T. (2005). Inspiring the curriculum. In W. Pinar &amp; R. Irwin (Eds.), <i>Curriculum in a new key: The collected works of Ted T. Aoki</i> (pp. 357-365). Lawrence Erlbaum.  <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=234228&amp;ppg=378">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=234228&amp;ppg=378</a></p> <p><a href="https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781410611390-28/inspiring-curriculum-1-1987-william-pinar-rita-irwin">https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781410611390-28/inspiring-curriculum-1-1987-william-pinar-rita-irwin</a></p>
<p><b>Week 5: Reframing Challenges in Education: Indigenous Perspectives</b></p> <p>How might we reframe in using Indigenous perspectives?</p> <p>Design interdisciplinary studies and critically reflect on your understanding of how to meet the needs of all learners through interdisciplinary learning.</p> <p>How might other forms of representation beyond language, lead to deeper understanding?</p>	<p><b><i>Reading Groups Discuss:</i></b></p> <p>Donald, D. (2011). <i>On what terms can we speak?</i>: <a href="https://vimeo.com/21534649">https://vimeo.com/21534649</a> (watch 19:17- 26:04)</p> <p>Donald, D. (2022). A curriculum for educating differently. Education Canada  <a href="https://www.edcan.ca/articles/a-curriculum-for-educating-differently/">https://www.edcan.ca/articles/a-curriculum-for-educating-differently/</a></p> <p><a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=159152110&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=159152110&amp;site=ehost-live</a></p> <p>Wall Kimmerer, R. (2013). In the footsteps of Nanabozho: Becoming Indigenous to place. In R. Wall Kimmerer <i>Braiding sweetgrass</i>, pp. 205-215. Milkweed.  <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1212658&amp;ppg=218">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1212658&amp;ppg=218</a></p> <p>Video by Stephanie Bartlett</p>

	<p><b>Additional Resources:</b></p> <p>Canadian Council on Learning. (2007). Redefining how success is measured in First Nations, Inuit and Metis learning.  <a href="https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1185913/redefining-how-success-is-measured-in-first-nations-inuit-and-metis-learning/1739037/">https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1185913/redefining-how-success-is-measured-in-first-nations-inuit-and-metis-learning/1739037/</a></p> <p>Connecting to Spirit Framework developed at Niitsitapi Learning Centre:  <a href="https://school.cbe.ab.ca/school/niitsitapi/teaching-learning/program-approach/connecting-to-spirit/pages/default.aspx">https://school.cbe.ab.ca/school/niitsitapi/teaching-learning/program-approach/connecting-to-spirit/pages/default.aspx</a></p> <p>Indigenous Education Team Holistic Lifelong Learning Framework:  <a href="https://school.cbe.ab.ca/school/niitsitapi/teaching-learning/program-approach/holistic-framework/pages/default.aspx">https://school.cbe.ab.ca/school/niitsitapi/teaching-learning/program-approach/holistic-framework/pages/default.aspx</a></p> <p>CoDesigning Schools Toolkit:  <a href="https://www.codesigningschools.com/?_hstc=218427590.5f8b5d084da04938f464f167c80699f7.1653598824626.1653598824626.1653598824626.1&amp;_hssc=218427590.1.1653598824626&amp;_hsfp=239846683">https://www.codesigningschools.com/?_hstc=218427590.5f8b5d084da04938f464f167c80699f7.1653598824626.1653598824626.1653598824626.1&amp;_hssc=218427590.1.1653598824626&amp;_hsfp=239846683</a></p>
<p><b>Week 6: Reframing Challenges in Education: Transdisciplinarity, Interdisciplinarity, and Alternative Ways of Knowing</b></p> <p>How might other forms of representation beyond language, lead to deeper understanding?</p>	<p><b>Reading Groups Discuss:</b></p> <p>Shanahan, M.-C. (2022). What are disciplines and what is interdisciplinarity?  <a href="https://uofc-my.sharepoint.com/:b:/g/personal/mcshanah_ucalgary_ca/ESwAM9K-5ddHtjwvBNZyZkBUKGo3CqV1OwCvml2sfe-iQ?e=cniwdE">https://uofc-my.sharepoint.com/:b:/g/personal/mcshanah_ucalgary_ca/ESwAM9K-5ddHtjwvBNZyZkBUKGo3CqV1OwCvml2sfe-iQ?e=cniwdE</a></p> <p>SERC (n.d.) Why teach with an interdisciplinary approach?  <a href="https://serc.carleton.edu/sp/library/interdisciplinary/why.html">https://serc.carleton.edu/sp/library/interdisciplinary/why.html</a></p> <p><b>[Choice]</b> Each person chooses one of the three articles below on transdisciplinarity and the leader leads a more general discussion on perspectives on how designing for transdisciplinarity can reframe subject area learning in ways that can create new opportunities or connections for students (leaders don't need to read all three):</p> <ul style="list-style-type: none"> <li>● Radakovic, O'Byrne, W. I., Negreiros, M., Hunter-Doniger, T., Pears, E., &amp; Littlejohn, C. (2022). Toward Transdisciplinarity: Constructing Meaning Where Disciplines Intersect, Combine, and Shift. <i>Literacy Research</i>, 1-20. [This Reading may be switched for a different one about interdisciplinarity and transdisciplinarity]  <a href="https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_sage_journals_10_1177_23813377221113515">https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_sage_journals_10_1177_23813377221113515</a></li> <li>● Strong, L., Adams, J. D., Bellino, M. E., Pieroni, P., Stoops, J., &amp; Das, A. (2016). Against neoliberal enclosure: Using a critical transdisciplinary approach in science teaching and learning. <i>Mind, Culture, and Activity</i>, 23(3), 225-236. <a href="https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10749039.2016.1202982">https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10749039.2016.1202982</a></li> <li>● Takeuchi, M. A., &amp; Marin, A. (2022). “Globalization,” coloniality, and decolonial love in STEM education. <i>Oxford Research Encyclopaedia of Education</i>, <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/acrefore/9780190264093.013.1655">https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/acrefore/9780190264093.013.1655</a></li> </ul>



	<p><b><i>Additional Resources:</i></b>        Education Scotland (2012, September). CfE brief 4: Interdisciplinary learning. <a href="https://dera.ioe.ac.uk/17803/7/IDLBriefing_tcm4-732285_redacted.pdf">https://dera.ioe.ac.uk/17803/7/IDLBriefing_tcm4-732285_redacted.pdf</a></p> <p>Jensenius, A. (2012) Disciplinarity: intra, cross, multi, inter, trans <a href="https://www.arj.no/2012/03/12/disciplinarity-2/">https://www.arj.no/2012/03/12/disciplinarity-2/</a></p>
<p><b>Week 7: All design is political</b></p> <p>All design is political because all design prioritizes certain perspectives. stakeholders, frames, and ways of looking at the world.</p> <p>Western education and the politics of education are one educational model. Indigenous identities and educational models offer another perspective.</p> <p>The making of a pedagogical identity that is rooted in place, experience, and relationships</p>	<p><b>Reading Groups Discuss:</b></p> <p>Langdon, W. (1980). Do artifacts have politics? <i>Daedalus</i>, 109(01), 121-136. [When reading this article, remember that your curricular activities, units, and program of studies are artifacts designed by people that (consciously or unconsciously) highlight certain perspectives, skills, knowledge, abilities, and goals as well as provide differential access, support, and engagement to different groups of people. If the tomato picking machine and underpasses in the article have politics, what are the implications for your curricular activities, units, and program of studies? The point of this article for this class is not about whether the technologies you use in your lessons have politics. The point is that the curricular activities and classroom structures you create are themselves artifacts. Do the curricular activities and classroom structures we create have politics in terms of highlighting certain perspectives, skills, knowledge, abilities, and goals as well as provide differential access, support, and engagement to different groups of people?] <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20024652">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20024652</a></p> <p><b><i>Additional Resources:</i></b></p> <p>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] <a href="https://youtu.be/Yrb6q-NDd50">https://youtu.be/Yrb6q-NDd50</a></p> <p>Papert, S. (1987). Information technology and education: Computer criticism vs. technocentric thinking. <i>Educational researcher</i>, 16(1), 22-30. <a href="https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.3102/0013189X016001022">https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.3102/0013189X016001022</a></p> <p>Buolamwini, J. (2016). How I am fighting bias in Algorithms. <a href="https://www.ted.com/talks/joy_buolamwini_how_i_m_fighting_bias_in_algorithms">https://www.ted.com/talks/joy_buolamwini_how_i_m_fighting_bias_in_algorithms</a></p> <p>Buolamwini, J., Ordóñez, V., Morgenstern, J., Learned-Miller, E. (2020). Facial Recognition Technologies: A Primer. Algorithmic Justice League. <a href="https://assets.website-files.com/5e027ca188c99e3515b404b7/5ed1002058516c11edc66a14_FRTsPrimer_May2020.pdf">https://assets.website-files.com/5e027ca188c99e3515b404b7/5ed1002058516c11edc66a14_FRTsPrimer_May2020.pdf</a></p>
<p><b>Week 8 Design and learning are a continuous journey</b></p> <p>Design and learning as continuous journey</p> <p>Seeing the next stages in design</p>	<p><b><i>Additional Resources:</i></b>  <a href="https://www.edutopia.org/blog/teachers-are-learning-designers-andrew-miller">https://www.edutopia.org/blog/teachers-are-learning-designers-andrew-miller</a></p>

**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: *Metacognitive Reflections (25% Individual)***

**Due:** Initial Metacognitive Reflection (The initial reflection does not get marked directly – just pass/fail and on-time/late -- and instead it is part of the overall grading of LT1 once the Final Metacognitive Reflection is submitted) – Submitted to D2L Dropbox on or before first day of class and shared with classmates as determined by the Instructor.

**Due:** Final Metacognitive Reflection– Submitted to D2L Dropbox on or before October 29

In this learning task you will have opportunities to demonstrate scholarly and professional thinking about the principles, commitments, and practices of designing for learning through a place-based lens. 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.

***Initial Metacognitive Reflection***

Who are you as a designer of learning? By the end of the second week 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 400-600 words in length. The initial design reflection does not get marks directly and instead it is part of the overall grading for LT1 once the Final Design Reflection is submitted. 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:**

- Who are you and how do you come to this work?
- How did the Indigenous learning circle and the Stampede field trip impact your understanding about place, context, relationships, and finding topics in the real world?
- Drawing on your understanding of interdisciplinary learning, what do you see as important conditions for designing and advancing interdisciplinary learning forward in the field?
- Why do students need opportunities to engage in interdisciplinary learning? 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:

### ***Final Metacognitive Reflection***

There are guiding questions in the weekly outline to serve as inspiration for your critical self-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 lived experiences at the Calgary Stampede (tipi teachings, river walk, learning from community partners), the required course resources, and your collaborative design experience. Your reflection should address the following questions:

- 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? Here is what that could look like:
  - Clearly state 1-3 ideas that you have learned or understood in new ways through the course or 1-3 position statements that you would put forward based on your experiences and what you've learned.
  - Explain how you came to develop this understanding or take this position using experiences and ideas from the course (could include lived experiences, readings, experiences during student-led discussions, assignments etc.)
  - How might your future practice as a teacher be influenced by thinking about teaching as design work and teachers as designers? How do the roles of place, Indigenous worldviews, and community partners influence your thinking about designing 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 could engage in?
  - What is your transformative action for your pedagogical practice?

### ***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 before next meeting of class and shared with your group by email

**Due:** Synthesis of the second reading discussion you facilitate (Individual 15%) posted in D2L dropbox before next meeting of class 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 facilitate discussions of the readings for two sets of readings. Please note that some sets may involve two or more readings. Leaders are responsible for all readings in a set for which they sign up. 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 your group should:

- a) Talk about connections of key insights from the reading to the lived experiences in the course, co-design, and place.
- 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. 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/>
- School Reform Initiative. (n.d.). Protocols: <https://www.schoolreforminitiative.org/protocols/>
- A guide in Prism with alternatives for asynchronous discussion forums that could provide good models: <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. Even if there are multiple leaders for a day, each leader needs to individually complete and submit a synthesis. As noted above, if a reading set includes multiple readings, the leader or leaders need support discussions of all of the readings for that set, even if there is only one leader for the set. Please also upload any materials you created for the discussion and any artifacts the group produced (pictures or screenshots are fine). 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 Place, Relationships and Design Within and Beyond the Curriculum***

**Part 1 (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 13, 2023

The focus of this assignment is to experience co-design in a group of 3-4 people as humans and learners in a complex world. Rather than designing for students, you will experience and embody an immersive co-design experience SO THAT you can develop the muscle memory and pedagogical transformation to design for your future students. As a response to the Blackfoot tipi teachings, land-practice, community involvement with Stampede partners, Campus Calgary/Open Minds model, and the SAM Centre tour, small co-design groups will be guided in the exploration of topics that arise and then in the co-design processes that will help groups to design possible interventions to challenges in the world, on a hyper-local level. These topics will connect to the

UN Sustainable Development Goals and also be connected on a local level through stories and teachings shared during the course.

Your small co-design group will create community agreements and follow design protocols to define a topic that arises from storytelling in the multiple experiences listed above. Your co-design group will design in consultation with Stampede educators and community partners in order to design *for* and *with* those who will be directly implicated by your design.

The focus of this assignment is to experience co-design in a group of 3-4 people, using the Calgary Stampede as both a learning context and inspiration. Design protocols will help to develop and define the topic. Pedagogical conversations will follow to connect the co-design topics to curricular areas and disciplines.

This final assignment will be a culmination of your foundational understanding developed throughout the course. It should incorporate perspectives on place, relationships, alternative ways of knowing, and/or reframing.

The intent of Learning Task # 3 Part 1 is to engage in a collaborative group to design an intervention to a real-world problem or issue that draws upon a series of multiple disciplinary ways of knowing. This inquiry needs to begin with a big idea or inquiry question that will be the framework for your plan. This topic will address real world problems that present themselves in a given place and context (in this case, through the lens of the Calgary Stampede.)

The inquiry also needs to draw upon relevant Alberta Programs of Study and may include supporting details, such as strategies for establishing inclusive learning environments, considerations for cultural and linguistic backgrounds, connections to the UN Sustainable Development Goals, and providing learning experiences and using resources that accurately reflect the strength and diversity of First Nations, Métis and Inuit students and alternative ways of knowing.

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 immerse yourself as a learner so that you can design for your students. The pedagogical processes, intentions and decisions of the instructor will be shared throughout the course as a transparent method of sharing how to both teach and learn in this place-based, community-oriented co-design project.

Your stance as a learner and co-designer through lived experience 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 place, third space, alternative ways of knowing, and trans-/inter-disciplinarity. Your instructor will provide further information on the assignment and assessment.

- Your design work will focus on developing a co-design intervention to a societal challenge within a large context of a curricular topic/theme that is connected through place, relationships, and community involvement.

- Your design work should clearly show the defining/reframing/exploration of the challenge/issue that concerns your group, as well as the root of how your group formed this co-design challenge.
- You will design the social intervention in detail, but you can describe the larger curricular context in much less detail. The larger curricular context will have local connections and global connections to the UN Sustainable Development Goals.
- The project should offer an experience that invites ideas of the co-design, Indigenous worldviews, design justice, third space, alternative ways of knowing, and trans-/inter-disciplinarity.
- The experiences should connect to curricular connections from the Programs of Study.
- The experience or experiences should result in something (artifact, performance, behavior, or experience) that demonstrates student learning and could be assessed in terms of student learning. (The instructor will provide more context.)

The nature of this assignment draws on the co-design process of designing with and alongside community partners.

### ***Part 2 Community Sharing Circle to Witness Growth and Learning (Group 20%) – Due October 29, 2023***

Evidence of the learning experience and story of growth in relation to the learning experience 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 29, 2023

In order to align with the embodied co-design work of students, community partners, and instructor, this learning task provides the opportunity to share in circle how your group was affected by the co-design process. Each group will have time in the whole group sharing circle to offer how they grew and developed pedagogically as teachers, as humans on a pathway towards reconciliation, and as designers of learning. This is also a time to articulate personal/professional transformation and transformative action plans as a result of the experiential place-based learning and co-design process. As part of the larger design circle, community partners who have guided us will also be invited to witness the learning. This assignment is designed to help you strengthen your professional and pedagogical capacity as teachers through the sharing of your projects with others in a public forum.

Begin your presentation by having the group introduce themselves, (mirroring the Calgary Campus/Open Minds letter of intent) each briefly explaining their passion and understanding of this chosen topic and place. Describe the big idea or question that is the framework for your inquiry as part of the design. Your presentation should provide clear information about the story of the learning experiences that you developed during the design of the study, as well as the story of your growth as a teacher and human in a complex world.

## THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

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

## EXPECTATIONS FOR WRITING

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

## LATE SUBMISSIONS

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

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>

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