

**EDUC 521: Design For Learning  
Fall 2022**

Section	Instructor	Time	Location	Email
S10	Stephanie Bartlett	TR 12:00 - 2:20	Off-Campus: Sweetgrass Lodge, Calgary Stampede	bartlets@ucalgary.ca

**Class Dates:** September 6-October 28, 2022

**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 Place, 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 programs of study, 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 Programs of Study (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	Metacognitive Journal: Understanding of Place and Interdisciplinary Learning in a Knowledge-Building Community	Individual	25%	Initial Reflection: September 11 Final Reflection: November 1
Learning Task #2	<i>Facilitate Two Course Reading Discussions Using Discussion Protocols</i>	Individual	30%	Syntheses of Reading Discussions You Facilitate: Due Within 48 Hours of Discussion
Learning Task #3	<i>Part 1: Explore a Design Challenge Within and Beyond the Curriculum</i> <i>Part 2: Presentation to the Stampede Foundation and Community Partners</i>	Group	45%	Part 1: November 1 Part 2: October 27

#### DETAILED WEEKLY COURSE SCHEDULE AND READINGS

Themes and Guiding Questions and Objectives	Activities for First Part of Week	Activities for Second Part of Week
<b>Week 1: Designing With and For The Students In Front of You (9/5)</b>  Understanding the importance of place and relationships	<b><i>Introduction to Course</i></b>  <b><i>Activity:</i></b> Beginning relationally with each other and the topic – introductions and relationship building in a learning circle with a Blackfoot Elder.	<b><i>Stampede River Walk:</i></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.  <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><u><b>DUE LTI:</b> Initial Design Reflection submitted to D2L Dropbox on or before September 11, 2022, and shared with classmates as determined by Instructor.</u></p>	<p><b>Readings:</b> Henriksen, D., &amp; Richardson, C. (2017). Teachers are designers: Addressing problems of practice in education. <i>Phi Delta Kappan</i>, 99(2),60-64.  <a href="https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0031721717734192">https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0031721717734192</a></p> <p>Cynthia Chambers (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="http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;">http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;</a></p> <p><b>Additional Resources:</b>                      Norman, D. (2013). <i>The design of everyday things</i> (pp. 217-239). New York, NY: Basic Books.  <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1167019&amp;ppg=236">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1167019&amp;ppg=236</a>  <i>*E-book licence permits only one online user at a time; per day, a user may print to PDF up to 111 pages</i></p>
<p><b>Week 2: Designing With and For The Students In Front of You (9/12)</b></p> <p>Seeing the Programs of Study (formalized curriculum documents) and design as supportive of teachers and students living curriculum well together</p> <p>Seeing curriculum as constraints and resources for design.</p>	<p><b>Reading Groups Discuss:</b>                      Donald, D. (2009). Forts, curriculum, and Indigenous Métissage  <a href="http://www.mfnerc.org/wpcontent/uploads/2012/11/004_Donald.pdf">http://www.mfnerc.org/wpcontent/uploads/2012/11/004_Donald.pdf</a></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><b>Activity:</b> Unpack the field trip/river walk and the Indigenous land-based teachings using storytelling and design to uncover topics that live in a place.</p> <p><b>Additional Resources:</b></p>	<p><b>Reading Groups Discuss:</b>                      Johnson, Z. (2017). Teachers as designers of context-adaptive learning experience. In S. Goldman, S. &amp; Z. Kabayadondo (Eds.), <i>Taking design thinking to school: How the technology of design can transform teachers, learners and classrooms</i> (pp. 37-49). Routledge.  <a href="https://ebookcentral-proquestcom.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4756225&amp;ppg=145">https://ebookcentral-proquestcom.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4756225&amp;ppg=145</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=AONE&amp;xid=fd6123b8">https://link.gale.com/apps/doc/A159508003/AONE?u=ucalgary&amp;sid=AONE&amp;xid=fd6123b8</a></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</p>

		<p>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><b>Additional Resources:</b>                      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>Activity:</b> Collaboratively generate ideas for interdisciplinary planning.</p>
<p><b>Week 3: Reframing Challenges in Education to Support More Equitable and Productive Learning Environments (9/19)</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 challenge</p> <p>Navigating tensions between Other's curriculum vs Our curriculum</p>	<p><b>Introduction:</b> 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.</p> <p><b>Reading Groups Discuss:</b> Aoki, T. (2005). Teaching as indwelling between two curriculum worlds. In W. Pinar &amp; R. Irwin (Eds.), Curriculum in a new key: The collected works of Ted T. Aoki (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>  <a href="https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781410611390-14/teaching-dwelling-two-curriculum-worlds-1986-1991-ted-aoki-ted-aoki-william-pinar-rita-irwin">https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781410611390-14/teaching-dwelling-two-curriculum-worlds-1986-1991-ted-aoki-ted-aoki-william-pinar-rita-irwin</a></p>	<p><b>Additional Resources:</b>                      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>Teams continue forming and generating ideas for interdisciplinary concepts and curriculum connections.</p> <p>In class activities:</p> <ul style="list-style-type: none"> <li>• Narrow down topics and formulate big questions for inquiry</li> <li>• Form collaborative groups</li> <li>• Map out how the rest of the project timeline will unfold</li> </ul>

	<p><b>Reading Groups Discuss:</b> 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/mono/10.4324/9781410611390-32/leadership-identity-1987-chapter-22-inspiring-curriculum-1990-ted-aoki-ted-aoki-william-pinar-rita-irwin">https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781410611390-32/leadership-identity-1987-chapter-22-inspiring-curriculum-1990-ted-aoki-ted-aoki-william-pinar-rita-irwin</a></p> <p>Activity: Narrow down topics and formulate big questions for inquiry</p> <ul style="list-style-type: none"> <li>• Form collaborative groups</li> <li>• Map out how the rest of the project timeline will unfold</li> </ul>	
<p><b>Week 4: Reframing Challenges in Education: Third Space and Indigenous Perspectives (9/26)</b></p> <p>Co-designing authentic learning tasks and inquiry questions that will engage students</p> <p>Sponsoring participatory learning environments</p> <p>Analyzing and critically reflecting upon interdisciplinary projects/studies</p>	<p><b>Reading Groups Discuss:</b> Dorst, K. (2015). <i>Frame innovation: The frame creation model</i> (Chapter 4: pp. 73-98). MIT Press</p> <p><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>and</p> <p>Notes by MC Shanahan on Dorst:  <a href="https://drive.google.com/file/d/1vRIxT7hSg26aW14t6tIXRGthbsbGigw/view?usp=sharing">https://drive.google.com/file/d/1vRIxT7hSg26aW14t6tIXRGthbsbGigw/view?usp=sharing</a></p> <p>In-class activities</p> <ul style="list-style-type: none"> <li>• Emergent based on the needs of the group</li> </ul> <p><b>Additional Resources:</b>              Gutiérrez, K. D., &amp; Vossoughi, S. (2010). Lifting off the ground to return anew: Mediated praxis, transformative learning, and social design experiments. <i>Journal of Teacher Education</i>, 61(1-2), 100-117.</p>	<p><b>Reading Groups Discuss:</b> Eisner, E. W. (2002). <i>The arts and the creation of mind</i>. Yale University Press. (Chapter 2)  <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3420063&amp;ppg=40">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3420063&amp;ppg=40</a></p> <p>and</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>Additional Resources:</b>              Canadian Council on Learning. (2007). Redefining how success is measured in First Nations, Inuit and Metis learning. <a href="https://www.afn.ca/uploads/files/education/5_2007_redefining_how_success_is_measured_en.pdf">https://www.afn.ca/uploads/files/education/5_2007_redefining_how_success_is_measured_en.pdf</a></p>

	<p><a href="https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0022487109347877">https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0022487109347877</a></p> <p>AERA2021 Symposium: Critical and Emergent Perspectives to Transdisciplinarity (Kris. Gutiérrez):  <a href="https://ucalgary.zoom.us/rec/share/gmlC642I53D_Qnolpn5yzcvLFzfKkC_G2yC6ArMoMRLFAfyDHU-nlhvAHTyIITt.CMNU6ryeK-aqd03b">https://ucalgary.zoom.us/rec/share/gmlC642I53D_Qnolpn5yzcvLFzfKkC_G2yC6ArMoMRLFAfyDHU-nlhvAHTyIITt.CMNU6ryeK-aqd03b</a></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>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>In-class activities</p> <ul style="list-style-type: none"> <li>• Emergent based on the needs of the group</li> </ul>
<p><b>Week 5: Reframing Challenges in Education: Transdisciplinarity, Interdisciplinarity, and Alternative Ways of Knowing (10/3)</b></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>Reading Groups Discuss:</b> 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>Reading Groups Discuss:</b> 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.  <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></p> <p><b>Additional Resources:</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>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><b>Additional Resources:</b>              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>In-class activities:</p> <ul style="list-style-type: none"> <li>• Emergent based on the needs of the group.</li> </ul>



	In-class activities <ul style="list-style-type: none"> <li>• Emergent based on the needs of the group</li> </ul>	
<p><b>Week 6: Avoiding Solutionism Designing With and For the Students in Front of You Can Synergize with UBD and other perspectives on Design. (10/17)</b></p> <p>Co-design and critically reflect on interdisciplinary planning and plans.</p> <p>Students as Designer Program of Studies can coexist with student centered design</p> <p>How do you balance teaching the program of studies with emergent and generative learning?</p>	<p><b>Reading Groups Discuss:</b> Vander Els, J. G., &amp; Benson, S. (2019, July 15). <i>How can students and teachers co-design learning?</i>. Next Generation Learning Challenge. <a href="https://www.nextgenlearning.org/articles/how-can-students-and-teachers-co-design-learning">https://www.nextgenlearning.org/articles/how-can-students-and-teachers-co-design-learning</a></p> <p><b>Reading Groups Discuss:</b> Morozov, E. (2022). Avoiding solutionism in the digital transformation of education. UNESCO Future of Education. <a href="https://en.unesco.org/futuresofeducation/ideas-lab/morozov-avoid-solutionism-digital-transformation">https://en.unesco.org/futuresofeducation/ideas-lab/morozov-avoid-solutionism-digital-transformation</a></p> <p><b>Additional Resources:</b> Kim, B., &amp; Bastani, R. (2017). Students as game designers: Transdisciplinary approach to STEAM Education. <i>Alberta Science Education Journal</i>, 45(1), 45–52. <a href="https://sc.teachers.ab.ca/SiteCollectionDocuments/ASEJVol45No1November2017.pdf">https://sc.teachers.ab.ca/SiteCollectionDocuments/ASEJVol45No1November2017.pdf</a></p> <p>Leander, K. M. (2015) Essay 2: Educational Design is out of time. Pp. 435-437. In Boldt, G., Lewis, C., &amp; Leander, K. M.. Moving, Feeling, Desiring, Teaching. <i>Research in the Teaching of English</i>, 49(4), 430–441. <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://www.jstor.org/stable/24398714">https://ezproxy.lib.ucalgary.ca/login?url=https://www.jstor.org/stable/24398714</a></p> <p>In-class activities:</p> <ul style="list-style-type: none"> <li>• Emergent based on the needs of the group.</li> <li>• Feedback loops</li> </ul>	<p>In-class activities:</p> <ul style="list-style-type: none"> <li>• Emergent based on the needs of the group</li> <li>• Feedback loops</li> </ul>
<p><b>Week 7: All design is political (10/10)</b></p> <p>All design is political because all design prioritizes certain perspectives, stakeholders, frames, and ways of looking at the world.</p> <p>No design is neutral.</p>	<p><b>Reading Groups Discuss:</b> Langdon, W. (1980). Do artifacts have politics? <i>Daedalus</i>, 109(01), 121-136. <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>Activity:</b> Explore Alberta Curriculum Analysis: Who does this curriculum think you are? <a href="https://alberta-curriculum-analysis.ca/">https://alberta-curriculum-analysis.ca/</a></p> <p><b>Additional Resources:</b> Design Justice: A talk with Sasha Costanza-Chock, Catherine D'Ignazio, and Jaleesa</p>	<p><b>Additional Resources:</b> 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>In-class activities:</p> <ul style="list-style-type: none"> <li>• Emergent based on the needs of the group.</li> </ul>

<p>With that understanding, teachers should engage as aware and critical practitioners.</p>	<p>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>In-class activities:</p> <ul style="list-style-type: none"> <li>• Emergent based on the needs of the group.</li> <li>• Students will be revising designs and engaging in peer feedback loops.</li> <li>• Instructor will be offering feedback to teams as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be revising designs and engaging in peer feedback loops.</li> <li>• Instructor will be offering feedback to teams as well.</li> </ul>
<p><b>Week 8: Design and learning are a continuous journey (10/24)</b></p> <p>Design and learning as continuous journey</p> <p>Seeing the next stages in design</p>	<p><b>Activity:</b> Moving camp teachings in circle with Blackfoot Elder to prepare for presentations and beyond the course as students transition towards their practicums.</p> <p><b>Additional Resources:</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>	<p><b>Activity:</b> Group presentations to community partners/Stampede Foundations (October 28)</p> <p><b><u>DUE: LT1 Final Metacognitive Reflection Submitted to D2L dropbox on or before November 1, 2022.</u></b></p> <p><b><u>DUE: LT3 Part 1 submitted to D2L dropbox on or before November 1, 2022</u></b></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: Design Reflections

**Due:** Initial Metacognitive Reflection (Individual 5%) – Submitted to D2L Dropbox on or before September 11, 2022 and shared with classmates as determined by the Instructor.

**Due:** Final Metacognitive 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

At the beginning of the course, you will write 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

- 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:

### Guiding questions for the Final Course Reflection:

- How can the design of interdisciplinary study (and specifically your design work) support student-centered, personalized, authentic learning and help create academic and social success for all students?
- What interdisciplinary learning strategies and supports can address students' strengths, existing understandings and experiences, learning needs, and areas for growth?
- 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 experience
- 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/>
- 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. 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***

**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) – November 1, 2022

The focus of this assignment is to co-design, in a group of 3-5 people, an interdisciplinary study for students in a K-12 setting, using the Calgary Stampede as both a learning context and inspiration. Interdisciplinary learning refers to learning designs where several disciplines and disciplinary experts are involved. Your design team will design in consultation with Stampede educators and teachers and students at Calgary Arts Academy in order to design for and with those who will be directly impacted by your design.

This final assignment will be a culmination of your foundational understanding developed throughout the course. You will design an interdisciplinary/transdisciplinary activity that leverages the lenses and perspectives of this course within the context of a curricular topic/theme and connected to the UN Sustainable Development Goals. It should incorporate perspectives on place, third space, 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 interdisciplinary study based upon 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.

In consultation with the instructor, teams will prepare a plan for the collaborative assignment outlining the roles and responsibilities for each team member. Professional standards for working in teams and providing consistent and quality contributions are necessary and expected in order to meet or exceed requirements for this collaborative interdisciplinary project.

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 Programs of Study 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 place, 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.
- 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 project 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 Programs of Study.
- 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.

## **Part 2** Presentation (Group 20%) – Due October 27, 2022

There are times in your professional career where you will engage the community outside of classroom settings. Very often, you and your colleagues will only have a few minutes to communicate what and how students will be learning, and/or research information to community members. In these settings, connections are often made among community members/professionals that lead to the development of learning networks. This assignment helps you strengthen your professional capacity as teachers through the sharing of your projects with others in a public forum.

This presentation is modeled after the application process for Calgary Campus/Open Minds (CC/OM), where practicing teachers in the CBE or CCSD can apply to attend a week-long inquiry at a site around the city,

explaining how this experience will fit into a year-long inquiry. For the CC/OM application, teachers also need to include a letter of intent to introduce themselves, their students, their school community, their passion and understanding for their chosen site (in this case, the Stampede), as well as explain why this experience would be a catalyst for a longer inquiry. Building upon your team design project and using the Calgary Campus/Open Minds application process as a model, your group will present your interdisciplinary study to the Calgary Stampede educators, CC/OM Learning Leaders, and Calgary Arts Academy educators as an authentic audience.

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 interdisciplinarity of the planned study and its scope and sequence. It should clearly identify the study's key ideas (i.e. literature informed rationale, concept, authenticity, learning outcomes, interdisciplinary connections/approach, assessments); and provide the audience with a clear story of the learning experiences that you developed during the design of the study.

### **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>**

**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).