

**EDUC 525: Ethics and Law in Education  
Summer, 2023**

	<b>Instructor</b>	<b>Time</b>	<b>Location</b>	<b>Email</b>
Faculty	Dr. David Scott	9:00-11:50 am	MFH 160	scottd@ucalgary.ca
Faculty	Dr. Astrid Kendrick	9:00-11:50 am	MFH 160	astrid.kendrick@ucalgary.ca
Teaching Assistants				

Class Dates: MTWRF, July 10-21, 2023 from 9:00 am -11:50 am

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

**COURSE DESCRIPTION:**

EDUC 525 introduces the historical genesis and institutional structure of Alberta's system of education and its legal underpinnings. Through examining a series of case studies, students will have the opportunity for dialogue and ethical decision-making in relation to contemporary and past issues in education.

**LEARNER OUTCOMES:**

Students will be knowledgeable about:

1. The historical background of schooling in Canada and Alberta.
2. The legal rights and responsibilities of student teachers, teachers, students, and parents.
3. Schools of ethical thought as they relate to professional decision-making.

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

**REQUIRED READINGS:**

- Donlevy, J. K., Gereluk, D., & Brandon, J. (2018). Trigger warnings, freedom of speech, and academic freedom in higher education. *Education Law Journal*, 28(1), 1–41.  
[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/15o3ob6/cdi\\_proquest\\_journals\\_2171142737](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_2171142737)
- Forster, D. & Maxwell, B. (2022). Using codes of professional ethics and conduct in teacher education: Pitfalls and best practice. In Eaton, S.E., Khan, Z.R. (Eds.), *Ethics and Integrity in Teacher Education* (vol. 3, 25-42). Springer. [https://doi.org/10.1007/978-3-031-16922-9\\_3](https://doi.org/10.1007/978-3-031-16922-9_3) (Posted on D2L)
- Haenlein, M., & Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence. *California Management Review*, 61(4), 5-14. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0008125619864925>
- Kendrick, A.H. & Scott, D. (2021). Time out with Matt and Melissa: Dr. Sarah Eaton. *Ed Students in Conversation Podcast Series*. [https://voiced.ca/podcast\\_episode\\_post/ep-3-time-out-with-matt-and-melissa-academic-integrity-with-dr-sarah-eaton/](https://voiced.ca/podcast_episode_post/ep-3-time-out-with-matt-and-melissa-academic-integrity-with-dr-sarah-eaton/)

- Marthur, S.R. & Corley, K. M. (2014). Bringing ethics into the classroom: Making a case for frameworks, multiple perspectives and narrative sharing. *International Education Studies* 7(9), 136-147. <https://files.eric.ed.gov/fulltext/EJ1070987.pdf>
- Maxwell, B., Gereluk, D., & Martin, C. (2022). Teaching, a profession? In *Professional Ethics and Law in Education* (19-35). Canadian Scholars. (Posted on D2L).
- Maxwell, B. (2018). When teachers' off-duty creative pursuits conflict with role model expectations: A critical analysis of Shewan. *Interchange* 49, 161–178. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10780-018-9320-y>

#### RELEVANT LEGISLATION:

- Alberta Education. (2023). *Code of Professional Conduct*. <https://www.alberta.ca/code-of-professional-conduct.aspx>
- Alberta Education. (2023). *Teaching quality standard*. <https://open.alberta.ca/publications/teaching-quality-standard>
- Calgary Board of Education. (2023). *Academic integrity*. <https://school.cbe.ab.ca/school/cbe-learn/teaching-learning/program-approach/academic-integrity/Pages/default.aspx>
- Government of Canada. (2022). *Guide to the Canadian Charter of Rights and Freedoms*. <https://www.canada.ca/en/canadian-heritage/services/how-rights-protected/guide-canadian-charter-rights-freedoms.html>
- Province of Alberta. (2012). *Education act*. Alberta King's Printer. <https://kings-printer.alberta.ca/documents/Acts/e00p3.pdf>
- Province of Alberta. (2023). *Occupational health and safety act*. <https://open.alberta.ca/publications/o02p2>

#### SUPPLEMENTAL READINGS:

- Bora Laskin Law Library. (2023). *Step 2: Primary sources of law: Canadian case law*. <https://shorturl.at/ehpBE>
- Chopra et al., (n.d.). *Joint statement of enforcement efforts against discrimination and bias in automated systems*. [https://www.ftc.gov/system/files/ftc\\_gov/pdf/EEOC-CRT-FTC-CFPB-AI-Joint-Statement%28final%29.pdf](https://www.ftc.gov/system/files/ftc_gov/pdf/EEOC-CRT-FTC-CFPB-AI-Joint-Statement%28final%29.pdf)
- Gilliss, G., et al. (2012). *Teaching profession*. The Canadian Encyclopedia. <https://www.thecanadianencyclopedia.ca/en/article/teaching-profession>
- Historica Canada. (2023). *History of education in Canada*. The Canadian Encyclopedia. <https://www.thecanadianencyclopedia.ca/en/article/history-of-education>
- Richardson, J. (2005). *And tango makes three*. Simon & Schuster Books for Young Readers.
- The Alberta Teachers' Association. (2005). *The early history of the Teachers' Association*. <https://shorturl.at/xzANV>

#### SELECTED CASE STUDIES:

- Appeal Court of Alberta (1997). *Grande Yellowhead Regional School Division v. Leeson*. <https://www.canlii.org/en/ab/abca/doc/1997/1997abca392/1997abca392.html>
- CBC News. (2001, March 20). *CBE releases report of fatal trip*. <https://shorturl.at/nrO48>
- Court of Appeal for British Columbia. (2005). *School District No. 44 (North Vancouver) v. Jubran*. <https://www.canlii.org/en/bc/bcca/doc/2005/2005bcca201/2005bcca201.html>
- Court of Appeal of Alberta. (2016). *Edmonton School District No. 7 v. Dorval, 2016 ABCA 8 (CanLII)*. <https://www.canlii.org/en/ab/abca/doc/2016/2016abca8/2016abca8.html?resultIndex=1>
- Court of King's Bench of Alberta. (1993). *Bain v. Calgary Board of Education, 1993 CanLII 7301*. <http://www.canlii.org/en/ab/abqb/doc/1993/1993canlii7301/1993canlii7301.html>

- Court of King's Bench of Alberta. (1987). *Casagrande v. Hinton Roman Catholic Separate School District No. 155*, 1987 CanLII 3358 (AB KB). <https://canlii.ca/t/28lfk>
- Court of King's Bench of Alberta. (2015). *Elkow v. Sana*, 2015 ABQB 803 (CanLII). <https://canlii.ca/t/gmnjt>
- Court of King's Bench of Alberta. (1984). *R. v. Keegstra*, 1984 CanLII 1313 (AB KB). <https://canlii.ca/t/2bnwz>
- Fawcett, M. (2019, December 2019). Jason Kenney's 'triggered' culture reaches Alberta students. *Maclean's*. <https://macleans.ca/opinion/jason-kenneys-trigger-culture-reaches-alberta-students/>
- Fleming, K. (2023, February 1). Strathcona-Tweedsmuir School honours 7 students killed in 2003 avalanche. *CTV News*. <https://calgary.ctvnews.ca/strathcona-tweedsmuir-school-honours-7-students-killed-in-2003-avalanche-1.6255669>
- MacVicar, A. (2022, March 28). Alberta Teachers' Association concerned over potential removal of teacher disciplinary process. *Global News*. <https://shorturl.at/apCI6>
- Provincial Court of Alberta. *HRM v. Fevry*. <https://canlii.ca/t/h2qf7>
- Supreme Court of British Columbia. (1986). *Abbotsford Sch. Dist. 34 (Bd. of School Trustees) v. Shewan*, 1986 CanLII 879 (BC SC). <https://www.canlii.org/en/bc/bcsc/doc/1986/1986canlii879/1986canlii879.html>
- Supreme Court of British Columbia. (2020). *Servatius v Alberni School District No. 70*, 2020 BCSC 15 (CanLII). <https://www.canlii.org/en/bc/bcsc/doc/2020/2020bcsc15/2020bcsc15.html>
- Supreme Court of Canada. (2020). *Conseil scolaire francophone de la Colombie-Britannique v. British Columbia*, 2020 SCC 13 (CanLII), [2020] 1 SCR 678. <https://www.canlii.org/en/ca/scc/doc/2020/2020scc13/2020scc13.html>
- Supreme Court of Canada. (1968). *McKay et al. v. Board of Govan School Unit No. 29*. <http://www.canlii.org/en/ca/scc/doc/1968/1968canlii76/1968canlii76.html>
- Supreme Court of Canada. (1998). *R. v. M. (M.R.)*, 1998 CanLII 770. <http://www.canlii.org/en/ca/scc/doc/1998/1998canlii770/1998canlii770.html>
- Supreme Court of Canada. (1987). *Reference re Bill 30, An Act to Amend the Education Act (Ont.)*. <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/228/index.do>
- Supreme Court of Canada. (1996). *Ross v. New Brunswick School District No. 15*, 1 SCR 825. <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/1367/index.do>
- Supreme Court of Canada. (2012). *S.L. v. Commission scolaire des Chênes*, 2012 SCC 7 (CanLII), [2012] 1 SCR 235. <https://www.canlii.org/en/ca/scc/doc/2012/2012scc7/2012scc7.html>
- Supreme Court of Canada. (2013). *Saskatchewan (Human Rights Commission) v. Whatcott*, 2013 SCC 11. <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/12876/index.do>
- The Alberta Teachers' Association. (2005). *A duty to protect: Creating safe places for gay and lesbian students*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume%2039/Number%2017/In%20the%20News/Pages/A%20duty%20to%20protect.aspx>
- The Alberta Teachers' Association. (2019, September 24). *Pitfalls and precautions: Be careful what you share from your personal life: Pitfalls and precautions*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol54/Number-7/Pages/Pitfalls-and-Precautions.aspx>
- The Alberta Teachers' Association. (2010, January 26). *Pitfalls and precautions: Attending convention is a teachers' professional responsibility*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume%2044%202009-10/Number%2010/In%20the%20News/Pages/PitfallsandPrecautions.aspx>
- The Alberta Teachers' Association. (2016, October 11). *Pitfalls and precautions: Teachers acting as concerned parents must adhere to conduct code*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume-51-2016-17/Number4/Pages/Pitfalls-and-precautions.aspx>
- The Alberta Teachers' Association. (2019, March 20). *Pitfalls and precautions: Physical contact with students always problematic*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol53/Number-10/Pages/Pitfalls-and-Precautions.aspx>

The Alberta Teachers' Association. (2017, May 16). *Pitfalls and precautions: Profession has no tolerance for undermining colleagues*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume-51-2016-17/Number-17/Pages/Pitfalls-and-Precaution-Profession-has-no-tolerance-for-undermining-colleagues.aspx>

#### ADDITIONAL RESOURCES:

Maxwell, B, Gereluk, D, & Martin, C. (2022). *Professional ethics and law in education: A Canadian guidebook*. Canadian Scholars. <https://canadianscholars.ca/book/professional-ethics-and-law-in-education/>

Eaton, S.E. & Khan, Z.R. (2022). *Ethics and integrity in teacher education*. Springer. <https://link.springer.com/book/10.1007/978-3-031-16922-9>

#### LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Task 1	<i>Part I – Research a Case Study:</i> Working in pairs, students choose a case study to research using a template provided. <i>Part II – Discussion Facilitation and Synthesis:</i> Each pair leads a 30-minute small group discussion on their case and then submits a synthesis of the discussion.	Group (Pairs)	Part I: 25%  Part II: 25%	Group 1: July 14 <sup>th</sup> Group 2: July 18 <sup>th</sup> Group 3: July 20 <sup>th</sup>
Task 2	Through a mix of multiple choice and short answer questions, three quizzes requiring the application of knowledge in relation to case studies will be administered in class via D2L.	Individual	20% 15% 15%	Quiz #1: July 12 <sup>th</sup> Quiz #2: July 17 <sup>th</sup> Quiz #3: July 21 <sup>st</sup>

#### WEEKLY COURSE SCHEDULE:

Date	Resources (See links above and in Leganto reading list on D2L)	Activities and Due Dates
Class 1  July 10	<p><b><i>Moment 1a: The Teaching Profession – Early Beginnings</i></b></p> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>Gilliss, G., et al. (2012). <i>Teaching profession</i>. The Canadian Encyclopedia.</li> <li>The Alberta Teachers' Association. (2005). <i>The early history of the Teachers' Association</i>.</li> </ul> <p><b>Case Studies explored in class:</b> <i>Case 1 – Examining early codes of conduct for teachers</i></p> <p><b><i>Moment 1b: The Teaching Profession – Contemporary Challenges</i></b></p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>Maxwell, B., Gereluk, D., &amp; Martin, C. (2022). <i>Teaching, a profession?</i></li> </ul>	<p>Course introduction</p> <p>Lecture on the evolution of the teaching profession in Canada and Alberta</p> <p>Deliberative dialogue: Is teaching really a profession?</p>

	<ul style="list-style-type: none"> <li>Forster, D. &amp; Maxwell, B. (2022). Using codes of professional ethics and conduct in teacher education: Pitfalls and best practice.</li> </ul> <p><b>Relevant Legislation:</b></p> <ul style="list-style-type: none"> <li>Alberta Education. (2023). <i>Teaching quality standard</i>.</li> <li>Province of Alberta. (2012). <i>Education act</i>. (Preamble)</li> <li>Alberta Government. (2023). <i>Teaching profession act</i>. (Preamble)</li> </ul> <p><b>Case Studies explored in class:</b></p> <ul style="list-style-type: none"> <li><i>Case 1 – Teacher autonomy:</i> Court of Appeal of Alberta. (2016). <i>Edmonton School District No. 7 v. Dorval, 2016 ABCA 8 (CanLII)</i>.</li> <li><i>Case 2 – Professional self-determination:</i> MacVicar, A. (2022, March 28). Alberta Teachers' Association concerned over potential removal of teacher disciplinary process. <i>Global News</i>.</li> </ul> <p><b>Moment 1c: The Teaching Profession – Professional Conduct</b></p> <p><b>Relevant Legislation:</b></p> <ul style="list-style-type: none"> <li>Alberta Education. (2023). <i>Code of Professional Conduct</i>. (Sections 1-4)</li> </ul> <p><b>Case Studies explored in class:</b></p> <ul style="list-style-type: none"> <li><i>Case 1 – Professional conduct in relation to students:</i> The Alberta Teachers' Association. (2019, September 24). <i>Be careful what you share from your personal life: Pitfalls and precautions</i>.</li> <li><i>Case 2: Professional conduct in relation to maintaining the dignity of the profession:</i> The Alberta Teachers' Association (2010, January 26). Attending convention is a teacher's professional responsibility.</li> <li><i>Case 3: Professional conduct in relation to parents of students:</i> The Alberta Teachers' Association (2016, October 11). Teachers acting as concerned parents must adhere to conduct code.</li> </ul>	<p>In-class group discussion on case studies</p> <p>Form pairs and groups for LT1</p>
Class 2  July 11	<p><b>Day 1 Continued</b></p> <p><b>Moment 2: Systems of Education in Canada and the Charter of Rights and Freedoms</b></p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>Marthur, S.R. &amp; Corley, K. M. (2014). Bringing ethics into the classroom: Making a case for frameworks, multiple perspectives and narrative sharing.</li> </ul> <p><b>Relevant Legislation:</b></p> <ul style="list-style-type: none"> <li>Government of Canada. (2022). <i>Guide to the Canadian Charter of Rights and Freedoms</i>.             <ul style="list-style-type: none"> <li>Minority language educational rights – Section 23</li> <li>Rights protecting certain schools preserved – Section 29</li> <li>Individual right to equality – Section 15</li> <li>Freedom of conscience and religion – Section 2a</li> </ul> </li> </ul> <p><b>Supplemental Readings:</b></p> <ul style="list-style-type: none"> <li>Historica Canada. (2023). <i>History of education in Canada</i>. The Canadian Encyclopedia.</li> </ul>	<p>Activity: How to read Canadian case law</p> <p>Lecture on schools of ethical thought</p> <p>Activity: Legal and ethical decision-making amidst competing rights and responsibilities</p>



	<ul style="list-style-type: none"> <li>Bora Laskin Law Library. (2023). <i>Step 2: Primary sources of law: Canadian case law.</i></li> </ul> <p><b>Case Studies explored in class:</b></p> <ul style="list-style-type: none"> <li><i>Case 1 – Minority language rights:</i> Supreme Court of Canada. (2020). <i>Conseil scolaire francophone de la Colombie-Britannique v. British Columbia</i></li> <li><i>Case 2 – Rights protecting certain schools preserved:</i> Supreme Court of Canada. (1987). <i>Reference re Bill 30, An Act to Amend the Education Act (Ont.)</i>.</li> <li><i>Case 3 – Individual right to equality (S. 15) vs. rights protecting certain schools preserved (S. 29):</i> Court of King’s Bench of Alberta. (1987). <i>Casagrande v. Hinton Roman Catholic Separate School District No. 155</i></li> <li><i>Case 4 – Freedom of conscience and religion (S. 2a) vs. systemic factors affecting Indigenous people:</i> Supreme Court of British Columbia. (2020). <i>Servatius v Alberni School District No. 70</i></li> </ul>	<p>In-class group discussion on case studies</p> <p>Time to work on LT1</p>
Class 3  July 12	<p><b><i>Moment 3a: Freedom of Expression – Rights and Limits in the Classroom</i></b></p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>Donlevy, Gereluk, D., &amp; Brandon, J. (2018). Trigger warnings, freedom of speech, and academic freedom</li> </ul> <p><b>Relevant Legislation:</b></p> <ul style="list-style-type: none"> <li>Alberta Education. (2023). <i>Code of Professional Conduct. (Definitions)</i></li> <li>Government of Canada. (2022). <i>Guide to the Canadian Charter of Rights and Freedoms.</i> <ul style="list-style-type: none"> <li>Freedom of expression – Section 2</li> </ul> </li> </ul> <p><b>Case Studies explored in class:</b></p> <ul style="list-style-type: none"> <li><i>Case 1 – Definitions of “ideological advantage”:</i> Fawcett, M. (2019, December 2019). Jason Kenney's 'triggered' culture reaches Alberta students</li> <li><i>Case 2 – Limits to teachers’ freedom of expression:</i> Court of King’s Bench of Alberta. (1984). <i>R. v. Keegstra, 1984 CanLII</i></li> </ul>	<p>Quiz #1: Moments 1 and 2</p> <p>Navigating constitutional rights in relation to the responsibilities of professionals</p> <p>In-class discussion of case studies</p>
Class 4  July 13	<p><b><i>Moment 3b: Freedom of Expression – Rights and Limits Outside the Classroom</i></b></p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>Maxwell, B. (2018). When teachers’ off-duty creative pursuits conflict with role model expectations: A critical analysis of Shewan.</li> </ul> <p><b>Relevant Legislation:</b></p> <ul style="list-style-type: none"> <li>Alberta Education. (2023). <i>Teaching quality standard.</i></li> <li>Alberta Education. (2023). <i>Code of Professional Conduct.</i></li> </ul> <p><b>Case Studies explored in class:</b></p> <ul style="list-style-type: none"> <li><i>Case 1 – Teachers’ freedom of expression:</i> Supreme Court of British Columbia. (1986). <i>Abbotsford Sch. Dist. 34 (Bd. of School Trustees)</i></li> </ul>	<p>In-class discussion of case studies</p> <p>Time to work on LT1</p>

	<p><i>v. Shewan, 1986 CanLII 879 (BC SC)</i></p> <ul style="list-style-type: none"> <li>• <i>Case 2 – Community members’ freedom of expression: Supreme Court of Canada. (2013). Saskatchewan (Human Rights Commission) v. Whatcott, 2013 SCC 11</i></li> <li>• <i>Case 3 – Parents’ freedom of expression: Court of King’s Bench of Alberta. (2015). Elkow v. Sana, 2015 ABQB 803 (CanLII).</i></li> </ul>	
Class 5  July 14	<p><b>Day 4 continued</b></p> <p>No readings</p> <p>Questions and quandaries</p> <p>Week 1 Summary – bringing it all together</p>	Pair #1 Facilitation  Preparation for Quiz 2
Class 6  July 17	<p><b><i>Moment 4a: Creating Safe and Caring School Environments – Physical and Psychological Considerations</i></b></p> <p><b>Relevant Legislation:</b></p> <ul style="list-style-type: none"> <li>• Alberta Education. (2023). <i>Teaching quality standard</i></li> <li>• Province of Alberta. (2023). <i>Occupational health and safety act</i></li> </ul> <p><b>Supplementary Reading:</b></p> <ul style="list-style-type: none"> <li>• Fleming. K. (2023, February 1). Strathcona-Tweedsmuir School honours 7 students killed in 2003 avalanche. <i>CTV News</i>.</li> </ul> <p><b>Case Studies explored in class:</b></p> <ul style="list-style-type: none"> <li>• <i>Case 1 – Teacher responsibility for the physical safety of students: Court of King’s Bench of Alberta. (1993). Bain v. Calgary Board of Education, 1993 CanLII 7301</i></li> <li>• <i>Case 2 – School leaders rights for fostering safe schools: Supreme Court of Canada. (1998). R. v. M. (M.R.), 1998 CanLII</i></li> <li>• <i>Case 3 – Teacher responsibilities for fostering a positive workplace culture: The Alberta Teachers’ Association. (2017, May 16). Pitfalls and precautions: Profession has no tolerance for undermining colleagues</i></li> </ul>	Quiz #2: Moment 3  In-class discussion of case studies
Class 7  July 18	<p><b><i>Moment 4b: Creating Safe and Caring School Environments –Professional and Respectful Relationships</i></b></p> <p><b>Relevant Legislation:</b></p> <ul style="list-style-type: none"> <li>• Alberta Education. (2023). <i>Teaching quality standard</i></li> <li>• Alberta Education. (2023). <i>Code of Professional Conduct</i>.</li> </ul> <p><b>Case Studies explored in class:</b></p> <ul style="list-style-type: none"> <li>• <i>Case 1 – Teacher-student relations (outdoor activities): Appeal Court of Alberta (1997). Grande Yellowhead Regional School Division v. Leeson.</i></li> <li>• <i>Case 2 – Teacher-student relations (classroom management): Provincial Court of Alberta. HRM v. Fevry.</i></li> <li>• <i>Case 3 – Teacher-student relations (physical contact): The Alberta Teachers’ Association. (2019, March 20). Pitfalls and precautions: Physical contact with students always problematic.</i></li> </ul>	Pair #2 Facilitation  In-class discussion of case studies

Class 8  July 19	<b><i>Moment 4c: Creating Safe and Caring School Environments – Inclusion and Diversity</i></b>  <b>Relevant Legislation:</b> <ul style="list-style-type: none"> <li>Alberta Education. (2023). <i>Code of Professional Conduct</i>.</li> <li>Government of Canada. (2022). <i>Guide to the Canadian Charter of Rights and Freedoms</i>. – freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication – Section 2(b)</li> </ul> <b>Case Studies explored in class:</b> <ul style="list-style-type: none"> <li><i>Case 1 – Gender identity:</i> The Alberta Teachers’ Association. (2005). <i>A duty to protect: Creating safe places for gay and lesbian students</i></li> <li><i>Case 2 – Racial Discrimination:</i> Supreme Court of Canada. (1996). <i>Ross v. New Brunswick School District No. 15, 1 SCR 8</i></li> </ul>	In-class discussion of case studies
Class 9  July 20	<b><i>Moment 5: Academic Integrity and Copyright Matters</i></b>  <b>Required Readings:</b> <ul style="list-style-type: none"> <li>Kendrick, A.H. &amp; Scott, D. (2021). Time out with Matt and Melissa: Dr. Sarah Eaton.</li> <li>Haenlein, M., &amp; Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence.</li> </ul> <b>Relevant Legislation:</b> <ul style="list-style-type: none"> <li>Calgary Board of Education. (2023). <i>Academic integrity</i>.</li> </ul> <b>Supplemental reading:</b> <ul style="list-style-type: none"> <li>Chopra et al., (n.d.). <i>Joint statement of enforcement efforts against discrimination and bias in automated systems</i>.</li> </ul>	Pair #3 Facilitation  In-class discussion of case studies
Class 10  July 21	Bringing it all together  Class Wrap-up	Quiz #3: Moments 4 and 5

**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. To make the most of this course, we recommend that you complete the required readings and skim through the case studies for each topic before coming to class.



## LEARNING TASKS AND ASSESSMENT

*There are two required Learning Tasks for this course intended to measure both depth and breadth of understanding of course objectives. Learning Task 1 has two parts for submission and Learning Task two includes three graded, in-class quizzes.*

**1. LEARNING TASK 1: Group Case Study Research Facilitation and Syntheses****DUE:** Group 1: July 14<sup>th</sup>Group 2: July 18<sup>th</sup>Group 3: July 20<sup>th</sup>**Part 1. Research a Case Study (25%)**

In this task you are asked to work in pairs within a larger group of six. Each pair is asked to choose one case study from one of three areas below so that each area is covered by the group of six. Each pair will work together to understand their selected case study using a template provided on D2L. The completed template should be uploaded to D2L and distributed to group members prior to the beginning of class. Elements of the template include:

1. Summarizing the key facts of the case in terms of what is known and not known
2. Identifying the specific laws, policies, and mandates implicated in the case
3. Developing 2-3 discussion questions that will help explore the legal and ethical tensions in the case, as well as how it could be viewed through differing schools of ethical thought

**List of cases:**

1. *Teacher Rights and Responsibilities:*
  - i. Be careful what you share from your personal life:  
<https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol54/Number-7/Pages/Pitfalls-and-Precautions.aspx>
  - ii. Honesty is key when using leave time: <https://teachers.ab.ca/news/honesty-key-when-using-leave-time>
  - iii. A contract is a contract: <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol53/Number-11/Pages/Pitfalls-and-Precautions-A-contract-is-a-contract.aspx>
  - iv. Breaching test security:  
<https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume%2037/Number%2014/Pages/Pitfalls%20and%20Precautions.aspx>
2. *Inclusion and Diversity:*
  - i. School leaders must observe professional demeanor with colleagues:  
<https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume-51-2016-17/Number-14/Pages/Pitfalls-and-Precautions.aspx>
  - ii. No tolerance for teacher's bullying behavior:  
<https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume-51-2016-17/Number-9/Pages/Pitfalls-and-Precaution.aspx>
3. *Creating Safe and Caring School Environments:*
  - i. Putting students in the middle is unprofessional:  
<https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume%2050%202015-16/Number-7/Pages/Pitfalls-and-Precautions.aspx>
  - ii. Safety is a teacher's obligation: <https://teachers.ab.ca/news/safety-teachers-obligation>
  - iii. Stress doesn't justify unprofessionalism:  
<https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol54/No7/Pages/Pitfalls-and-Precautions.aspx>
  - iv. Abandoning students is never appropriate:  
<https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol53/Number-15/Pages/Pitfalls.aspx>

*If you would like to choose a case study not listed above, please contact Dr. Scott or Dr. Kendrick to discuss possibilities.*

## **Part II. Discussion Facilitation and Synthesis of the Case Study (25%)**

In the second part of this task, each pair is asked to facilitate a thirty-minute guided discussion on their case within the larger group of six. During the guided discussion, one member of the pair is asked to facilitate the discussion, while the other is asked to take notes synthesizing key insights from the group discussion that highlight key insights noticed by the other group members. The synthesis should follow the APA 7<sup>th</sup> standards for written expression, grammar, and inclusive language, and include any references made by the group or the facilitator to required course materials such as podcasts, articles, lectures, or other cases. An in-text citation to course materials will suffice as evidence of application of course materials within the discussion. However, any texts referenced beyond the course materials should be cited on a Reference page.

Note that the overall case description and synthesis should be no more than two pages double-spaced (one page single-spaced).

### **CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

A detailed rubric will be available on D2L. In cases of discrepancies between this rubric and the rubric on D2L, the rubric on D2L will be taken as correct.

Grade	Points /25	Criteria
A+ (24+) Exceptional		-Demonstrates exceptional and nuanced synthesis of group discussion including thoughtful and generative questions and application of ethical framework to case. -This submission could be used as an exemplar for future students.
A (22.5+ to 24) Excellent		-Exceeds all criteria listed in the task description, demonstrating a strong and consistent application of course materials, case study under investigation, and captures both detail and nuance of group discussions providing skilled insight into the knowledge shared by the group. -Written expression is clear, concise, and follows APA 7 <sup>th</sup> standards for citation, grammar, and inclusive language. -The synthesis respects the 2-page limit.
A- (21.5+ to 22) Very Good/Meets Criteria		-Meets the criteria of this assignment by submitting a solid record of the group's discussion of the case with some reference to required course materials. -The content of the discussion is captured, but details are lacking. Written expression is generally clear and concise, attempting to follow APA 7 <sup>th</sup> standards for citation, grammar, and inclusive language. -The synthesis is marginally longer or shorter than the 2-page limit.
B+ (20 to 21) Good/Minimally Meets Criteria		-Minimal effort to meet the criteria of this assignment is made, demonstrating limited or emergent effort to capture the group's discussion on the case. -Little effort to include reference to course materials is included and detail of the group's learning is limited. -Written expression is somewhat clear although attention to APA 7 <sup>th</sup> standards for citation, grammar, and inclusive language is required. -The synthesis is noticeably longer or shorter than the 2-page limit.
B (18-19)		-Little effort is made to meet the criteria of this assignment with marginal effort made to link course materials, case study, and to capture the group discussion.

Marginal Meeting of Criteria	-Written expression is a barrier to understanding and attention to APA 7 <sup>th</sup> standards for citation, grammar, and inclusive language is required. -The synthesis is considerably longer or shorter than the 2-page limit.
B- or lower (less than 17.5) Does not Meet Criteria	-Does not meet criteria. Please meet with your instructor.

## 2. LEARNING TASK 2: Graded In-class Quizzes

**DUE:** Quiz #1 (15%): July 12<sup>th</sup>

Quiz #2 (20%): July 17<sup>th</sup>

Quiz #3 (15%): July 21<sup>st</sup>

Over the course of the term, three quizzes involving a mix of multiple choice and short answer questions will be administered in class. Each quiz will follow a similar format and will be focused on the application of course knowledge in relation to a case study reflecting themes explored within the course moments. Each of the three quizzes will be administered through D2L and will be completed during class time, in the regular classroom space, on the dates listed. Please bring a computer or personal device the day of the quiz. If this is not possible, please contact the instructor to reserve a computer from Doucette Library.

Quiz #1–Moments 1&2: Application of knowledge, course materials, and group discussions from July 10-11

Quiz #2–Moment 3: Application of knowledge, course materials, and group discussions from July 12-14

Quiz #3–Moments 4&5: Application of knowledge, course materials, and group discussions from July 17-20

\*Missed quizzes must be discussed with the instructor PRIOR to the class in which the quiz is to be written. The percentage weighting of any missed quiz will be distributed evenly over the remaining quizzes, increasing their percentage weighting. Unexcused missed quizzes will receive a grade of 0.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

The specific grade point amounts will be listed on the assessment itself. To convert the points earned to a letter grade, the total number of points earned will be divided by the total number of points available. In cases of partial or half grades that fall on the cusp between letter grades, the percentage will be rounded up to the next highest letter grade (eg. 89.5% will be rounded to 90% and assigned an A). The letter grade for Learning Task 2 and the final letter grade assigned will be determined using the following grading scale:

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.

### 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>

For this class, the use of artificial intelligence writing tools are discouraged for any use beyond assistance with basic spelling or grammar.

### LATE SUBMISSIONS

All late submissions of assignments or lack of attendance to complete the quizzes 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 with accompanying written evidence.

### ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact one of the faculty instructors **by July 12**. 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.

**Academic Accommodation**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

**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 2019 – 2020 academic year is Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Elsa Stokes, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).