

**EDUC 530: Indigenous Education (ONLINE)**
*AB*
**Fall 2020**

Section	Instructor	Time	Email
<b>Year 2 Coordinator: Laurie Tuck</b>			<b>lauirelee.tuck@ucalgary.ca</b>
01	Aubrey Hanson	11:00-12:30	ajhanson@ucalgary.ca
02	Ahstanskiaki Sandra Manyfeathers	1:30-3:00	scrazybu@ucalgary.ca
03	Dustin Louie	11:00-12:30	dwlouie@ucalgary.ca
04	Jennifer Markides	1:30-3:00	jmmarkid@ucalgary.ca
05	Greg Lowan-Trudeau	11:00-12:30	g.lowan-trudeau@ucalgary.ca
06	Tonya Callaghan	1:30-3:00	tdacalla@ucalgary.ca
07	Ahstanskiaki Sandra Manyfeathers	11:00-12:30	scrazybu@ucalgary.ca
08	Elisa Vandeborn	1:30-3:00	elisa.vandeborn@ucalgary.ca
09	Elisa Vandeborn	11:00-12:30	elisa.vandeborn@ucalgary.ca
10	Tiffany Prete	1:30-3:00	tiffany.prete@ucalgary.ca
30	Jaime Beck	6:00 – 7:30 pm	jaime.beck@ucalgary.ca
32	Aubrey Hanson	4:30 – 6:00 pm	ajhanson@ucalgary.ca
33	Tonya Callaghan	6:00 – 7:30 pm	tdacalla@ucalgary.ca

**Office Hours:** By appointment

**Term Dates:** September 8 – October 30, 2020

**Zoom Dates (sections 01-10):** September 10, September 29, October 20, October 29

**Zoom Dates (section 30):** September 11, September 29, October 20, October 29

**Zoom Dates (sections 32 & 33):** September 09, September 29, October 20, October 29

**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.

### Course Description

This course explores historical and contemporary legislation, educational policy, pedagogy and practices related to Indigenous peoples, with a focus on First Nations, Métis and Inuit (FNMI) peoples in Canada. Students will learn about the past in order to better understand the current educational landscape as well as the social relations that have contributed to educational inequality for FNMI communities and students.

The intent of this course is to prepare students to develop relationships/partnerships, lessons, programs, pedagogies, practices, and policies that support Indigenous perspectives as future educators. The course encompasses current and emerging policies, initiatives and resources - many based on Indigenous ways of knowing and being - case studies of success, and innovative research-based practices that challenge the status quo. Throughout the course, current research and literature from various Indigenous educational perspectives and fields will aid students in examining their own perspectives. This course meets the requirements around Indigenous education as mandated by Alberta Education (including the Teacher Quality Standards), the Association of Canadian Deans of Education's Accord on Indigenous

Education (2010), as well as the Truth and Reconciliation Commission's Calls to Action specific to education.

Course themes include:

- The histories and diversity of First Nations, Métis and Inuit (FNMI) peoples of Canada;
- Indigenous epistemologies (what is believed about knowledge and why) and ontologies (beliefs about humankind and the nature of being) and how they influence educational practices;
- Decolonizing frameworks for understanding Indigenous survivance and resilience, as well as the impacts of colonial violence, including the Indian Residential School System;
- The current educational landscape for Indigenous students in reserve, rural, remote, and urban settings;
- Historical, emerging and creative decolonizing educational practices, models, initiatives and programming that positively impact FNMI student learning and wellness, and;
- The teacher and school leadership required to act on knowledge, initiate and implement the change that is necessary to promote and support FNMI student learning and wellness, and consequently all learners.

#### Learner Outcomes

1. Students will be able to discuss/represent local, regional, national and international experiences and advances in education as related to Indigenous peoples.
2. Students, given the historical and contemporary contexts of education of Indigenous peoples, will be able to discuss/represent the personal and professional implications of these experiences for education and leadership.
3. Students will engage in decolonizing personal and professional perspectives, approaches, practices, and theories.
4. Students will demonstrate their personal insights and understanding of course content through their creative and written assignments, applying a depth of analysis in keeping with the gravity of the educational concepts and issues explored in the course.
5. Students will engage with potentially sensitive and/or provocative issues through readings, class discussions, and activities.

#### Course Design and Delivery

This course is designed to support students to understand the history of Indigenous education, their position within this work, and help equip future teachers with the tools to take on decolonizing and Indigenizing education. Each instructor has significant freedom to approach the topics and resources through their own pedagogical framework. There has been an intentional design to use anti-oppressive and Indigenous approaches to assignments and assessment, most notably through the visual essay and witnessing assignments.

**Please note:** *The course schedule may change to meet the emerging needs and dynamics of the participants in the course. Course delivery will vary between instructors. Learning will be facilitated in unique, relationally situated ways. Specific texts or approaches may vary in the online version of this course.*

### Learning Task Overview

Learning Tasks	Weight	Grading Tool	Due Date
Collaborative Knowledge Building through Online Discussion (Individual)	25%	Rubric	Ongoing
Visual Essay (Individual)	30%	Rubric	October 8th
Looking Back, Looking Forward (Group)	45%	Rubric	October 29th

### Class schedule with required readings / resources / dedicated class activity days

The majority of readings are available online: either through the library or posted on D2L.

### Required Readings (before fall term starts):

Alberta Education. (2018). *Teaching Quality Standard*. [\*Focus on standard 5.]  
<https://education.alberta.ca/media/3739620/standardsdoc-tqs-fa-web-2018-01-17.pdf>

Truth and Reconciliation Commission. (2015). *Truth and Reconciliation Commission of Canada*.  
[www.trc.ca](http://www.trc.ca)

Truth and Reconciliation Commission. (2015). *Calls to Action*.  
[http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

Course Outline

### Weekly Course Schedule:

Week#	Theme/Topic	Readings & Resources
<b>Week #1</b> Sep. 8 – 11	Course Introductions and Foundations	<p>DiAngelo, R. &amp; Sensoy, O. (2014). Leaning in: A student's guide to engaging constructively with social justice content. <i>Radical Pedagogy</i>, 11(1), 1-15.  <a href="http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=94334248&amp;site=ehost-live">http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=94334248&amp;site=ehost-live</a></p> <p>Poitras Pratt, Y., Louie, D.W., Hanson, A.J., &amp; Ottmann, J. (2018). Indigenous education and decolonization. <i>Oxford Research Encyclopedia of Education</i>. Oxford University Press. doi: 10.1093/acrefore/9780190264093.013.240  <b>PDF will be posted in D2L</b></p>

<b>Week #2</b>  Sep. 14 – 18	Indigenous Knowledge Systems	<p>Little Bear, L. (2000a). Jagged worldviews colliding. In M. Battiste (Ed.), <i>Reclaiming Indigenous voice and vision</i>, (pp. 77-85). UBC Press. <a href="https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/404356">https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/404356</a></p> <p><a href="https://www.learnalberta.ca/content/aswt/worldviews/documents/jagged_worldviews_colliding.pdf">https://www.learnalberta.ca/content/aswt/worldviews/documents/jagged_worldviews_colliding.pdf</a></p> <p>Simpson, L. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: Indigeneity, Education &amp; Society</i>, 3(3), 1-25. <a href="https://jps.library.utoronto.ca/index.php/des/article/view/22170">https://jps.library.utoronto.ca/index.php/des/article/view/22170</a></p>
<b>Week #3</b>  Sep. 21 – 25	Indigenous Histories	<p>Video on Indigenous histories (selection at instructor’s discretion), e.g.,</p> <ul style="list-style-type: none"> <li>• Williams, A. (Director). (2015). <i>The Pass System</i> [Film]. Tamarack Productions. <b>MP4 will be uploaded to D2L</b></li> <li>• Gregg, A. (Director). (2000). <i>Canada: A People’s History, Episode 1—When the World Began</i> [Film]. The Canadian History Project &amp; Canadian Broadcasting Corporation. <a href="https://curio-ca.ezproxy.lib.ucalgary.ca/en/video/when-the-world-began-1703/">https://curio-ca.ezproxy.lib.ucalgary.ca/en/video/when-the-world-began-1703/</a></li> </ul> <p>Dickason, O. with McNab, D. (2008). Introduction. In <i>Canada’s First Nations: A History of Founding Peoples from Earliest Times</i> (pp. x-xvii). Oxford University Press. <b>PDF will be posted in D2L</b></p>
<b>Week #4</b>  Sep. 28 – Oct. 2	Indian Residential Schools	<p>Video on residential school experience (selection at instructor’s discretion), e.g.</p> <ul style="list-style-type: none"> <li>• Wolochatiuk, T. (Director). (2012). <i>We Were Children</i> [Film]. Eagle Vision. <a href="https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/we_were_children/">https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/we_were_children/</a></li> <li>• McLaren, N. (Director). <i>Muffins for Granny</i> [Film]. (2006). Mongrel Media. <b>Access info tbd</b></li> <li>• Campanelli, S. (Director). <i>Indian Horse</i> [Film]. (2017). Devonshire Productions. <b>Access info tbd</b></li> </ul>

		<ul style="list-style-type: none"> <li>Pittman, B. (Director). <i>Where the Spirit Lives</i> [Film]. (1989). Amazing Spirit Productions. <a href="#">Access info tbd</a></li> </ul> <p>Government of Canada. (2008, June 12). <i>Federal apology to residential school survivors</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=aQjnbK6d3oQ">https://www.youtube.com/watch?v=aQjnbK6d3oQ</a></p> <p>Poitras Pratt, Y. &amp; Daniels, L. (2014). Métis Remembrances of Education: Bridging History with Memory. In P. Preciado Babb (Ed.). <i>Proceedings of the IDEAS: Rising to Challenge Conference</i> (pp. 179-187). <a href="http://hdl.handle.net/1880/50603">http://hdl.handle.net/1880/50603</a></p>
<b>Week #5</b> Oct. 5 – 9	Contemporary Educational Approaches	<p>Battiste, M. (2013). Chapter 10: Possibilities of Educational Transformations. In <i>Decolonizing Education: Nourishing the Learning Spirit</i>. Purich. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5652479&amp;ppg=176">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5652479&amp;ppg=176</a>  <i>*E-book licence permits only three(3) simultaneous online users; per day, a user may print to PDF up to 68 pages</i></p> <p>Anoee, N. (2015). Learning through <i>tunnganarniq</i>. In F. Walton &amp; D. O’Leary (Eds)., <i>Sivumut</i>, Towards the future together: Inuit women educational leaders in Nunavut and Nunavik (pp. 89-102). Women’s Press / Canadian Scholars’ Press. <b>PDF will be posted in D2L</b></p> <p>Presentation from Alberta Métis Education Council</p>
<b>Week #6</b> Oct. 13 – 16	Storytelling ; Instructor’s Relationship with Indigenous Education	<p>McKeough, A., et al. (2008). Storytelling as a foundation to literacy development for Aboriginal children: Culturally and developmentally appropriate practices. <i>Canadian Psychology</i> 49(2), 148–154. doi: 10.1037/0708-5591.49.2.148148  <a href="http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&amp;CS=C=Y&amp;NEWS=N&amp;PAGE=fulltext&amp;AN=00011346-200805000-00011&amp;D=ovft&amp;PDF=y">http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&amp;CS=C=Y&amp;NEWS=N&amp;PAGE=fulltext&amp;AN=00011346-200805000-00011&amp;D=ovft&amp;PDF=y</a></p> <p>Half our time this week will focus on one of the following topics, depending on your instructor:</p> <ul style="list-style-type: none"> <li>your instructor’s personal approach to Indigenous knowledge and/or research;</li> <li>community traditions;</li> <li>or an inquiry project for the instructor and class to learn about Indigenous knowledge together.</li> </ul>

		<i>Additional readings may be assigned for Individual classes based on the topic selected.</i>
<b>Week #7</b>  Oct. 19 – 23	Contemporary Community Activism and Engagement	Pruden, H. (2016). <i>UBC TEFA Talks Two Spirit with Harlan Pruden</i> [Video]. <a href="https://www.youtube.com/watch?v=1Tb07GDNpow">https://www.youtube.com/watch?v=1Tb07GDNpow</a>  Exploration of contemporary topics and movements, e.g.: <ul style="list-style-type: none"> <li>● Idle No More</li> <li>● Murdered and Missing Indigenous Women, Girls, and Two-Spirit People</li> <li>● Wetsuwet'en Pipeline Resistance</li> <li>● Shannen's Dream</li> <li>● N'we Jinan</li> <li>● Impact of COVID-19 on Indigenous communities</li> <li>● Choice, at instructor's discretion</li> </ul>
<b>Week #8</b>  Oct. 26 – 30	Initiatives and Resources   Making a Claim	Explore existing initiatives, practices, and resources in Indigenous education relevant to your future practice, as guided by instructor   Group presentations for Collective Responsibility: Looking Back, Looking Forward

**Additional activities:**
**First Nations, Métis and Inuit Resource Evaluation**

The resource evaluation activity is designed to equip students with the tools necessary to critically evaluate the classroom suitability of a resource with Indigenous content. This activity involves selecting a text (e.g. book or film) and applying the critical framework provided by your instructor in order to develop an informed analysis of the resource.

Your instructor will engage you in activities and/or provide materials that will help you to develop your knowledge and skills related to assessing the suitability of resources. In 2020 this activity will not be a formal learning task: it will not comprise part of a student's grade in the course.

**Additional readings / resources:**

- Adichie, C. (2009). *The Danger of a Single Story*. [Ted Talk] [http://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)
- Alberta Education. (2005). *Our Words, Our Ways: Teaching First Nations, Metis, Inuit Learners*. <https://education.alberta.ca/media/307199/words.pdf>
- Alberta Education. (2011). *Walking together. First Nations, Metis and Inuit perspectives in curriculum*. <http://www.learnalberta.ca/content/aswt/>

- Alberta Education. (2012). *Successful practices in FNMI education: Collaborative frameworks building relationships companion resource*.  
<https://education.alberta.ca/media/482147/collaborative-frameworks-building-relationships.pdf>
- Assembly of First Nations (2002). *Top misconceptions about Aboriginal people*. AFN Communications. [http://reconciliationcanada.ca/wp-content/uploads/2014/09/ReconciliationCanada\\_Dialogue\\_workshop-guide.pdf](http://reconciliationcanada.ca/wp-content/uploads/2014/09/ReconciliationCanada_Dialogue_workshop-guide.pdf) (scroll down to page 13)
- Association of Canadian Deans of Education. (2010). *Accord on Indigenous Education*.  
<http://csse-scee.ca/acde/wp-content/uploads/sites/7/2017/08/Accord-on-Indigenous-Education.pdf>
- Bell, D., et al. (2004). *Sharing our success: Ten case studies in Aboriginal schooling*. Society for the Advancement of Education. <http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/227730>
- Brunette, P. (2017). *An annotated bibliography of books, DVDs, and internet resources on LGBTQ/Two-Spirit Native Americans and First Nations people*.  
[http://www.ala.org/rt/sites/ala.org/rt/files/content/professionaltools/LGBTQ2S%20Resource\\_march18\\_2017.pdf](http://www.ala.org/rt/sites/ala.org/rt/files/content/professionaltools/LGBTQ2S%20Resource_march18_2017.pdf)
- Cajete, G. (2011). *Rebuilding sustainable Indigenous communities: Applying Native science* [Video]. YouTube. <http://www.youtube.com/watch?v=wg5h7Fd0Bio>
- Canadian Council on Learning. (2007). *Redefining how success is measured in First Nations, Inuit and Métis learning*.  
[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)
- Culatta, R. (2011). *Learning styles*. Innovative learning.  
[https://www.innovativelearning.com/teaching/learning\\_styles.html](https://www.innovativelearning.com/teaching/learning_styles.html)
- Ermine, Willie. (1995). Aboriginal epistemology. In J. Barman & M. Battiste (Eds.), *First Nations Education in Canada: The circle unfolds*. UBC Press.  
<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=122&docID=3412224&tm=1503510739016>  
*\*E-book licence permits only six (6) simultaneous online users; per day, a user may print to PDF up to 114 pages*
- Gehl, L. (n/d). *Ally Bill of Responsibilities*. <http://www.lynngehl.com/my-ally-bill-of-responsibilities.html>
- Goulet, L. M., & Goulet, K. (2014). Weechihtowin, helping and supporting relationships: The foundation. In, *Teaching each other: Nehinuw concepts & Indigenous pedagogies* (pp. 98-112). UBC Press.  
[http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=768313&site=ehost-live&ebv=EB&ppid=pp\\_98](http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=768313&site=ehost-live&ebv=EB&ppid=pp_98)  
*\*E-book licence permits only three (3) simultaneous online users; per day, a user may print to PDF up to 100 pages*
- Howe, E. (2013). *Bridging the Aboriginal education gap in Alberta*.  
[https://www.rupertsland.org/wp-content/uploads/2017/08/Bridging\\_the\\_Aboriginal\\_Education\\_Gap\\_in\\_Alberta.pdf](https://www.rupertsland.org/wp-content/uploads/2017/08/Bridging_the_Aboriginal_Education_Gap_in_Alberta.pdf)



- Justice Education Society. (2013). *First Nations Journeys of Justice* [\*Grades 1-7 unit plans provided]. <http://www.lawlessons.ca/teaching-resources/first-nations-journeys-of-justice>
- Linklater, R. (2014). Colonialism, Indigenous trauma and healing. In *Decolonizing trauma work: Indigenous stories and strategies* (pp. 19-50). Fernwood. **PDF will be posted in D2L**
- McIntosh, P. (1989). *White privilege: Unpacking the invisible backpack*. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9604164115&site=ehost-live>
- Schissel, B. & Wotherspoon, T. (2003). *The Legacy of School for Aboriginal People*. Oxford. <http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/432095>
- St. Denis, V. (2007). Aboriginal education and anti-racist education: Building alliances across cultural and racial identity. *Canadian Journal of Education*, 30(4), 1068-1092. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eht&AN=31539262&site=ehost-live>
- Toulouse, P. (2008). *Integrating Aboriginal teaching and values into the classroom*. [http://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/FNMI - Research Monograph 11 - Aboriginal Perspectives Toulouse.pdf](http://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/FNMI_-_Research_Monograph_11_-_Aboriginal_Perspectives_Toulouse.pdf)
- Western and Northern Canadian Protocol (2013). *Our way is a valid way: Professional educator resource*. [http://www.yesnet.yk.ca/firstnations/pdf/13-14/our\\_way\\_resource.pdf](http://www.yesnet.yk.ca/firstnations/pdf/13-14/our_way_resource.pdf)

### 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 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, consult 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, 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. A penalty of 20% per day will apply for unexcused late submissions of assignments.

### 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.

### Course Assignments and Due Dates

Unless otherwise indicated, all assignments should be in 12 point Times New Roman font with one inch margins, double-spaced. The paper should be formatted using the Publication Manual of the American Psychological Association – 7th Edition (APA, 7<sup>th</sup> ed.). Student name, ID number, course name and section number, and instructor name to be clearly visible on the first page.

## COURSE ASSIGNMENTS

### **Collaborative Knowledge Building through Online Discussion - 25%**

This learning task is carried out through the online discussion forum in D2L and through synchronous sessions in Zoom. It requires you to participate each week in D2L Discussions, and/or via oral discussions in Zoom sessions. Discussions and Zoom are your “in-class” space for engaging in course learning. For instance, you may contribute by analyzing readings, sharing insights, asking questions, making connections, working toward learning tasks, receiving and giving formative assessment (feedback), responding to topics or questions provided by your instructor, and/or otherwise working to build knowledge and understanding collectively.

Students will be placed into small “learning circles” (+/- 5 students) and will work with their assigned learning team throughout the semester. (This will be the same group as for the final learning task, Looking back, looking forward.) Each group member will:

- Share *at least one* relevant and meaningful post per week (approx. 1-2 paragraphs if in

writing)

- Oral posts, using the D2L Video Note tool, are encouraged
- Posts should be shared early in the week so that group members have adequate time to respond in the remaining days of the week (your instructor will identify a specific weekly “due day” for postings).
- Share posts and replies in a timely manner in the current week’s discussion space. Avoid falling behind and posting in previous weeks.
- Collaborate and respond by sharing *at least one* reply to a group member (approx. 1 paragraph or brief Video Note)
- Draw upon required readings to contribute unique information/insights/questions to the group’s collaborative knowledge building (e.g. 1-2 quotations/citations from course texts)
- Contribute original posts— in that you are contributing collectively, through dialogue, to building knowledge and understanding (rather than simply repeating/summarizing the readings and/or your group members’ posts)
- When referring to course readings or additional texts in writing, be sure to cite all sources in the latest APA format
- Communicate with the group and the instructor if any circumstances (e.g. illness) arise that prevent or delay that week’s contributions

Note re: Zoom sessions: No posting is required during the 4 weeks in which synchronous online sessions are held, as your contributions will instead take place during the Zoom sessions. (Please note that this exception does not apply to the final learning task below: weekly group work is still required for Looking back, looking forward.)

**Criteria for evaluation: Collaborative Knowledge Building through Online Discussion**

	90% to 100% (A to A+)	80% to 89% (B+ to A-)	70% to 79% (B- to B)	60% to 69% (C to C+)	50% to 59% (D to C-)
Meaningful Contributions to Collaborative Knowledge Building	Your contributions to discussions are exceptionally meaningful, expanding knowledge and understandings of course readings and topics.	Your contributions to discussions are meaningful, building knowledge related to course readings and topics.	Your contributions to discussions are relevant, repeating knowledge related to course readings and topics.	Your contributions to discussions are somewhat relevant to course readings and topics.	Your contributions to discussions are weak and/or minimally related to course readings and topics.

Respectful Engagement with Learning Community	You consistently treat others with respect and care, attending, listening and reflecting while modeling and supporting collaborative learning processes.	You treat others with respect and care, supporting collaborative learning processes.	You usually treat others with respect and care, participating in collaborative learning processes.	You sometimes treat others with respect and care, participating to some extent in collaborative learning processes.	You treat others with respect and care to a limited extent, struggling to participate in collaborative learning processes.
Meeting Expectations	You exceed the stated expectations for contributing to discussions. E.g. number of posts and replies, timeliness, reading others' posts, participating in Zoom sessions.	You clearly meet the stated expectations for contributing to discussions. E.g. number of posts and replies, timeliness, reading others' posts, participating in Zoom sessions.	You usually or almost meet the stated expectations for contributing to discussions. E.g. number of posts and replies, timeliness, reading others' posts, participating in Zoom sessions.	You meet the stated expectations for contributing to discussions to some extent. E.g. number of posts and replies, timeliness, reading others' posts, participating in Zoom sessions.	You meet the stated expectations for contributing to discussions to a limited extent. E.g. number of posts and replies, timeliness, reading others' posts, participating in Zoom sessions.

**Visual Essay - 30%**

A visual essay allows for an aesthetic expression of your learning to date. The inclusion of original photos, along with accompanying text, holds great potential to stimulate deeper and more meaningful exploration of course themes. However, students must also enter into this assignment with caution and care, reflexively conscious of the ethical and sociocultural nuances underpinning such an investigation. Your instructor will provide guidance on their preferred approach to the visual themes you will be asked to explore.

In this assignment, students will work individually to create:

- An image or short series of images that represent(s) concepts relevant to course themes
  - images must be original, and not taken from the internet or elsewhere
  - images may not include living people, with or without permission

Along with an individually written 500-1000-word critical reflection in relation to personal experiences, course themes, in-class discussions, and relevant literature.

- Reflections should include scholarly references and examples as to how their learning might inform their future teaching practice.

Assignments are to be submitted electronically through D2L.

Assignment due date: **October 8th, 2020**

**Criteria for evaluation: Visual essay assignment**

	90% to 100% (A to A+) Indicates work that:	80% to 89% (B+ to A-) Indicates work that:	70% to 79% (B- to B) Indicates work that:	60% to 69% (C to C+) Indicates work that:	50% to 59% (D to C-) Indicates work that:
Understanding	Demonstrates insightful and complex understanding of content, literature, research, subject matter, and texts	Demonstrates strong understanding of content, literature, research, subject matter, and texts	Demonstrates acceptable understanding of content, literature research, subject matter, and texts	Demonstrates limited understanding of content, literature, research, subject matter, and texts	Demonstrates weak understanding of content, literature, research, subject matter, and texts
Critical Thinking and Reflexivity	Demonstrates superb reflexivity and critical scrutiny of subject matter, texts, and discussions	Demonstrates strong reflexivity and critical scrutiny of subject matter, texts, and discussions	Demonstrates acceptable reflexivity and critical scrutiny of subject matter, texts, and discussions	Demonstrates limited reflexivity and critical scrutiny of subject matter, texts, and discussions	Demonstrates weak reflexivity and critical scrutiny of subject matter, texts, and discussions
Writing	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language and adherence to APA standards	Demonstrates strong ability to integrate and articulate ideas; strong clarity of written language and adherence to APA standards	Demonstrates acceptable ability to integrate and express ideas; satisfactory written language and adherence to APA standards	Demonstrates limited ability to integrate and express ideas; marginal written language and adherence to APA standards	Demonstrates weak ability to integrate and express ideas; marginal written language and adherence to APA standards
Visual Communication	Demonstrates exceptional ability to visually communicate ideas and understanding of course themes	Demonstrates strong ability to visually communicate ideas and understanding of course themes	Demonstrates acceptable ability to visually communicate ideas and understanding of course themes	Demonstrates limited ability to visually communicate ideas and understanding of course themes	Demonstrates weak ability to visually communicate ideas and understanding of course themes
Overall Quality/ Synthesis	Is outstanding – of an exceptional standard. Visual	Is strong – of a high standard. Visual and written	Is satisfactory – of an acceptable standard. Visual and written	Is marginally acceptable – of a limited standard. Visual and	Is barely acceptable – of a limited standard. Visual and

	and written components are superbly synthesized with reference to course themes, literature, discussions, and personal experiences	components are strongly synthesized with reference to course themes, literature, discussions, and personal experiences	components are acceptably synthesized with reference to course themes, literature, discussions, and personal experiences	written components are marginally synthesized with reference to course themes, literature, discussions, and personal experiences	written components are inconsistently and weakly synthesized with reference to course themes, literature, discussions, and personal experiences
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### **Collective Responsibility: Looking back, looking forward - 45%**

This learning task is intended to facilitate and assess students' ongoing learning, reflection, collaboration, and responsibility to Indigenous education. Honouring the relational, interconnected nature of Indigenous ways of knowing, being, and doing, this work is intentionally collective. Through small-group discussion, students will engage in a collaborative process of reflection, positioning, and coming to terms with personal and professional responsibilities. At the end of the term, groups will look back on their collective process and then make a claim about their commitment to Indigenous education looking forward.

Students will be placed into small groups (+/- 5 students) and will work with their assigned learning team throughout the semester. (These are the same groups as for the first learning task, above.) Each week, each group will:

- Meet in a dedicated D2L discussion space/Zoom session, as described by instructor
- Select an alternating member each week to serve as witness
  - The witness will listen to the group conversation and will share a synopsis of that week's process (process of deep listening rather than sharing own perspectives)
  - This synopsis will be digitally recorded (audio or visual), approx. 3 minutes in length, and posted in D2L before the next class
- Represent and share their learning by making a claim to their colleagues (*via an oral presentation*), looking back at the weekly discussions to articulate growth/transformation/learning/relationship to (or continuing barriers with) course themes, and responsibility to Indigenous education
  - Claims will be presented orally during the last week(s) of class (approximately 10 minutes' duration). Instructor will specify online format: for instance, presentations might be pre-recorded and posted in D2L for peer engagement or shared during a Zoom session.
- Alongside the final presentation, and looking forward to their future professional practice, students will create an artefact (one per group) that will support their future work in schools
  - For instance, lesson plan(s), website, resource list, community network, manifesto, list of ways to create change, practical teaching/learning toolkit, letter to parents/guardians, scripts for dialogues with educational stakeholders
  - This document/resource must be submitted to D2L dropbox for evaluation.

Students will be asked to submit peer feedback on group members' contributions to this learning task.

Students will also be asked to provide qualitative feedback on other groups' work. Instructor will consider peer feedback in generating grades for this learning task. Instructor may choose to give grade and feedback orally rather than in writing, in keeping with Indigenous traditions.

Assignment Due Date: All components must be completed/submitted by **October 29<sup>th</sup>, 2020**

**Criteria for evaluation:**

	90% to 100% (A to A+) Indicates work that:	80% to 89% (B+ to A-) Indicates work that:	70% to 79% (B- to B) Indicates work that:	60% to 69% (C to C+) Indicates work that:	50% to 59% (D to C-) Indicates work that:
<b>Individual Contribution to the Group</b>	Contributes in an exceptionally thoughtful and deeply reflexive manner to group discussions, witnessing responsibilities, and final tasks (presentation and document)	Contributes in a thoughtful and consistent manner to group discussions, witnessing responsibilities, and final tasks (presentation and document)	Contributes in a thoughtful manner but lacking consistently to group discussions, witnessing responsibilities, and final tasks (presentation and document)	Contributes in a superficial or sporadically manner to group discussions, witnessing responsibilities, and final tasks (presentation and document)	Contributes in a limited manner to group discussions, witnessing responsibilities, and final tasks (presentation and document)
<b>Group Criteria</b>					
Quality of Examinations and Connections	Conducts an insightful, focused, and nuanced examination of course themes. Synthesizes analyses through purposeful connections. Extends examinations meaningfully in relation to classroom applications.	Conducts a strong and focused examination of course themes. Purposefully explores relevant connections. Makes meaningful connections to classroom applications.	Conducts an appropriate examination of course themes. Makes relevant connections. Considers classroom applications.	Examination of course themes is somewhat appropriate. Makes some connections and/or considers classroom applications to some extent.	Examination lacks clarity and/or focus or is in need of considerable refinement. Connections are inadequate, inappropriate, or insufficiently related to the examination.
Critical Reflexivity	Thoughtfully and reflexively integrates sophisticated personal and collective	Clearly articulates personal and collective reactions to and reflections on	Articulates personal and collective reactions to and reflections on what has been	Demonstrates some personal and collective reactions to and reflections on what has been	Demonstrates limited personal and collective reactions to and reflections on what has been

	<p>reactions to and reflections on course learning and themes into examinations of course material. Reflections demonstrate strong critical insight into and/or powerful personal investment in course themes and consideration of future practice.</p>	<p>what has been learned. Reflections are integrated effectively with examinations of course material. Reflections demonstrate critical thinking in relation to and personal connection to course themes and consideration of future practice.</p>	<p>learned. Reflections are suitable to and fit with examinations of course material and consideration of future practice.</p>	<p>learned. Critical consideration needs further development or more effective integration into examinations of course material and consideration of future practice.</p>	<p>learned inadequate or critical reflections are inappropriate to course material. Reflections are not well integrated into examinations and consideration of future practice.</p>
Engagement with Resources	<p>Skillfully selects and incorporates readings and references into examinations and explorations. Exceeds expectations for references. Creative and/or critical resources enhance and strengthen composition.</p>	<p>Draws effectively upon at least two course readings and three additional scholarly references. These and any additional resources are deliberately selected to strengthen examinations and explorations.</p>	<p>Refers to at least two course readings and three additional scholarly references. Use of resources is relevant to examination.</p>	<p>Refers to and/or cites some course readings and/or other resources. Resources are somewhat connected to topic or themes being examined.</p>	<p>Use of resources is inadequate and/or resources are unsuitable for the examination of course themes.</p>
Communication and Overall Presentation	<p>Demonstrates an exceptional ability to communicate and articulate ideas clearly and respectfully. Presentation creates an exceptional demonstration of course learning. Use of APA referencing is flawless.</p>	<p>Demonstrates very strong ability to communicate and articulate ideas clearly and respectfully. Presentation is a strong demonstration of course learning. Adheres to APA standards in referencing.</p>	<p>Demonstrates acceptable ability to communicate and articulate ideas clearly and respectfully. Presentation is an appropriate demonstration of course learning. Adheres to APA standards in referencing, with few mistakes.</p>	<p>Demonstrates limited ability to communicate and articulate ideas clearly and respectfully. Presentation is satisfactory. Adheres to APA standards in referencing with some errors or omissions.</p>	<p>Demonstrates inadequate ability to communicate and articulate ideas clearly and respectfully. Presentation is unsatisfactory. APA referencing has many errors or omissions.</p>



Meets Learning Task Expectations	Witness recordings, presentation, and artefact submission adhere to expectations for length and format while exceeding expectations for rigour and professional relevance. Outstanding work.	Witness recordings, presentation, and artefact submission meet expectations for length, format, rigour, and professional relevance. Very strong work.	Witness recordings, presentation, and artefact submission meet most expectations as set out in the assignment description. Strong work.	Witness recordings, presentation, and artefact submission meet expectations to a satisfactory degree. Some areas need further development. Satisfactory work.	Witness recordings, presentation, and artefact submission do not adequately meet the expectations of this learning task. Inadequate work.
Other considerations (optional)	Based on assignment description and in-class discussions, there are other considerations as to why this learning task is exceptionally strong. See comments.	Based on assignment description and in-class discussions, there are other considerations as to why this learning task is very strong. See comments.	Based on assignment description and in-class discussions, there are other considerations as to why this learning task is well done. See comments.	Based on assignment description and in-class discussions, there are other considerations as to why this learning task is satisfactory. See comments.	Based on assignment description and in-class discussions, there are other considerations as to why this learning task is weak and/or problematic. See comments.

**University of Calgary Grading Scale**

Grade	GPA	%	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; generally insufficient preparation for subsequent courses in the same subject
D	1.0	50-51	
F	0.0	≤ 49	Fail – unsatisfactory performance or failure to meet course requirements

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

**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 academic year is Jonah Secreti, [jonah.secreti@ucalgary.ca](mailto:jonah.secreti@ucalgary.ca), [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

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