AB

EDUC 546: Design-based Thinking
Winter, 2021

Start and end date: January 11-February 12, 2021

Section	Instructor	Email	Zoom Times	Zoom Dates
546.01 S01	Laurie Tuck	laurielee.tuck@ucalgary.ca	10:30-12:00	Jan. 11. 18, 25, Feb. 1
546.01 S02	Garry Jones	gajones@ucalgary.ca	10:30-12:00	Jan. 11. 18, 25, Feb. 1
546.02 S01	Rahim Pira	rnpira@ucalgary.ca	10:30-12:00	Jan. 11. 18, 25, Feb. 1
546.02 S02	Douglas Clark	douglas.clark@ucalgary.ca	10:30-12:00	Jan. 11. 18, 25, Feb. 1
546.02 S03	Christi Harter	christi.harter@ucalgary.ca	10:30-12:00	Jan. 11. 18, 25, Feb. 1
546.02 S04	Elizabeth McNeilly	elizabeth.mcneilly@ucalgary.ca	10:30-12:00	Jan. 11. 18, 25, Feb. 1
546.02 S05	Beaumie Kim	beaumie.kim@ucalgary.ca	10:30-12:00	Jan. 11. 18, 25, Feb. 1
546.02 S06	Dianne Dodsworth	ddodswor@ucalgary.ca	10:30-12:00	Jan. 11. 18, 25, Feb. 1
546.02 S07	Krista Francis	kfrancis@ucalgary.ca	10:30-12:00	Jan. 11. 18, 25, Feb. 1
546.03 S01	Krista Francis	kfrancis@ucalgary.ca	15:00-16:30	Jan. 13, 20, 27, Feb. 3
546.03 S02	Douglas Clark	douglas.clark@ucalgary.ca	15:00-16:30	Jan. 13, 20, 27, Feb. 3
546.03 S03	David Scott	scottd@ucalgary.ca	15:00-16:30	Jan. 13, 20, 27, Feb. 3
546.03 S04	Philip Tuck	philip.tuck@ucalgary.ca	15:00-16:30	Jan. 13, 20, 27, Feb. 3
546.03 S05	Kristy Grovet	kristine.grovet1@ucalgary.ca	15:00-16:30	Jan. 13, 20, 27, Feb. 3
546.03 S06	Jeff Turner	turnej@ucalgary.ca	15:00-16:30	Jan. 13, 20, 27, Feb. 3
546.01 S20	Nadia Delanoy	nadia.delanoy@ucalgary.ca	16:30-18:00	Jan. 14, 20, Feb. 3, 9
546.01 S21	Stephanie Bartlett	bartlets@ucalgary.ca	16:30-18:00	Jan. 14, 20, Feb. 3, 9
546.04 S01	Polly Knowlton Cockett	plknowlt@ucalgary.ca	16:30-18:00	Jan. 14, 20, Feb. 3, 9
546.04 S02	Anthony Hampshire	aehampsh@ucalgary.ca	18:00-19:30	Jan. 14, 20, Feb. 3, 9
546.04 S03	Rose Bene	rebene@ucalgary.ca	16:30-18:00	Jan. 14, 20, Feb. 3, 9

Office hours: by appointment

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.
Email: Students are required to use a ucalgary.ca email address for all correspondence.

COURSE DESCRIPTION:

This course is animated by a belief that new approaches to education are needed in the increasingly complex world of schools. Significant research suggests, however, that the cultural configurations of schools have not substantially changed in North America over the last century in terms of the organization, activity structures, and cultures of schools. Emerging literature proposes that theoretical principles from human-centered design fields can position educators as agents of change in service of more preferable and possibly transformative educational futures. This literature emphasizes a need to move beyond technical rational approaches to design involving limited exploration into the complexities and multiple dimensions of a problem, linear approaches to problem solving, and simplistic solutions. In its place, theory and research in design fields has called for a "designerly" stance towards exploring and addressing perplexing and context specific issues in education.

The purpose of this course is to come to better understand and engage in the various mindsets, principles, and processes associated with a designerly stance towards inquiry that includes: (a) deeply exploring the perspectives, experiences, needs, and goals of stakeholders; (b) engaging in ongoing cycles of ideation and iteration through multiple rounds of feedback; and (c) "reframing" or "positioning" a design problem by stepping back and reconsidering the vantage points, perspectives, and metaphors employed to define the actual nature of the problem. In this way, EDUC 546 provides opportunities to further strengthen and enhance design mindsets and processes that educators already engage in as a regular part of their professional practice. As Werklund Professor of Design-Based Learning Dr. Douglas Clark asserts in this course trailer: https://bit.ly/2JrGw7P, the question is not whether we as educators should engage in design, the question is whether or not we will engage in design effectively and consciously to better change existing situations into preferred ones for ourselves and for those around us.

LEARNER INTENTIONS:

- Understand and develop capacities working with key design principles and mindsets associated with a designerly stance towards inquiry
- Understand how the Double Diamond Model of Design can be used to develop truly novel ways to address perplexing and unique problems in education connected to larger societal challenges
- Understand that problems cannot be solved from within the context and associated ways of thinking in which they arose
- Appreciate how design-based processes are being taken up and enacted in K-12 contexts across Alberta
- Become a reflexive practitioner comfortable with publicly sharing and receiving feedback to improve and strengthen ideas and works in progress

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

REQUIRED RESOURCES (IN ORDER THEY APPEAR IN THE COURSE):

Schön, D. A. (1992). *The reflective practitioner: How professionals think in action* (pp. 21-49). Taylor & Francis Group. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4816972 (Please print pages to PDF prior to start of course)

Norman, D. (2013). *The design of everyday things (pp. 217-239)*. New York, NY: Basic Books https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1167019&ppg=236 (Posted on D2L)

Scott, D., Clark, D., & Becker, S. (in review). Reframing design in education: Supporting pre-service teachers in adopting designerly stances towards inquiry. *AERJ*. (posted on D2L).

CBC Radio. (2019, November 8). *Disabled people want disability design – not disability dongles (with podcast: 25:00-33:52).* https://bit.ly/2Q7B3UT

Dorst, K. (2015). *Frame innovation* (Chapter 4: pp. 73-98). MIT Press. (posted on D2L).

Langdon, W. (1980). Do artifacts have politics? *Daedalus, 109*(01), 121-136. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20024652

Quinn, E., Bartlett, S., Alisat, L., McNeil, S., & Miner, K. (2018). Finding humanity in design. *The Journal for the Canadian Association for Curriculum Studies*, *16*(1), 6-22. https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40359

SEE WEEKLY COURSE SCHEDULE FOR ADDITIONAL RESOURCES
LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	TYPE	WEIGHT	DUE DATE
LT1: Facilitate a course reading using a discussion protocol	In this assignment each student will facilitate a discussion using a protocol to help their colleagues engage deeply with one of the required class resources.	Individual	20%	See online sign-up list
LT2: Exploring a Perplexing Situation/ Problem Design Challenge	In this design challenge groups of 2-3 have the opportunity to explore a perplexing situation/ problem encountered in their emerging professional practice. Modelled on the Double Diamond Model of Design, the assignment has two distinct phases: • Discover and Define (Ind.: 40%) • Develop and Deliver (Group: 20%)	Individual/ Group	60%	Discover & Define Phases: February 1st Develop & Deliver Phases: February 12th
LT3: Evolving Understanding of Design in Education	In this assignment participants are asked to write a reflection at the beginning of class on how they understand the role of design in education, and then at the end of the course on how their understanding of design has changed and evolved. • Pre-Reflection (5%) • Post-Reflection (15%)	Individual	20%	Pre-Reflection: January 11th Post-Reflection: February 14th

WEEKLY COURSE SCHEDULE:

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.

Guiding questions:	Class readings and resources:	In class activities/ due dates:
Week 1 (Jan. 11-15) What are the limits of technical rational approaches to professional practice? What principles underpin human centered design? How is human-centered design different from other approaches to design in education such as Understanding -by-Design?	**Required Resources (RR) (please read and take notes before coming to class on Wednesday):** Schön, D. A. (1992). *The reflective practitioner: How professionals think in action* (pp. 21-49). Taylor & Francis Group. RR1: Norman, D. (2013). *The design of everyday things* (pp. 217-239). New York, NY: Basic Books. **Supporting resources:** Course trailer: https://bit.ly/2JrGw7P Principles of human-centered design (Don Norman): https://www.youtube.com/watch?v=rmM0kRf8Dbk Stanwick (2019). *Design thinking, creative thinking and action*: https://stanwick.be/en/blog/design-thinking-creative-thinking-and-action	**Learning Task 1 Pre-Reflection due January 11th** (*To be completed prior to starting any readings or discussions). Introductions, course and assignment overview of course: Sign up to facilitate one of the required resources Zoom Lecture: Dr. Douglas Clark – Werklund Professor of Design-Based Learning: *Reframing Design in Education* Read Schön prior to first zoom session 1st discussion facilitation on Norman reading Begin work on Assignment 2 identifying perplexing and unique situations/problems encountered in professional practice

Week 2 (Jan. 18-22) What are some key distinctions between *tame* versus *wicked* problems? How can we shift from a problem-solution mindset to a problem-finding approach to design? How can we shift from designing *for* to designing *with* the people implicated in the problems we seek to address?	**Required Resources (RR):** RR2: Scott, D., Clark, D., & Becker. (in review). *Reframing design in education: Supporting pre-service teachers in adopting designerly stances towards inquiry.* RR3: CBC Radio. (2019, November 8). *Disabled people want disability design – not disability dongles (read and listen to podcast from 25:00-33:52)*. Retrieved from https://bit.ly/2Q7B3UT **Supporting resources:** Interaction Design Foundations. *Wicked problems.* https://www.interaction-design.org/literature/topics/wicked-problems *Discovering: Empathizing with the user* https://vimeo.com/showcase/5336139/video/290520153	2nd discussion facilitation on Scott, Clark, and Becker article Continue work and documentation for LT2 Engage in an empathy exercise with colleagues to discover possible needs and experiences of stakeholders 3rd discussion facilitation on CBC Radio article and podcast Time for additional research including with potential stakeholders View examples of design heuristic that highlight the messy, recursive and iterative nature of the design process
Week 3 (Jan. 25-29) How can frame creation help avoid trying to solve a problem using the same ways of thinking that created, or exacerbated, the problem in the first place?	**Required Resources (RR):** RR4: Dorst, K. (2015). *Frame innovation: The frame creation model* (Chapter 4*: pp. 73-98). MIT. **Supporting resources:** Dorst, K. (2012). *How design can improve public spaces (video)*. https://youtu.be/dPsmww461pI UTS Design Innovation Research Centre: *Introduction to frame creation*: https://youtu.be/MsSrvVw2Dkg Donald, D. (2011). *On what terms can we speak?*: https://vimeo.com/21534649 (watch 19:17- 26:04) CBC News (2019, October 29). *Treating violence like a disease: Could the Glasgow model work here*: https://bit.ly/3ejwot6	4th discussion facilitation on Dorst reading Zoom Lecture: Dr. David Scott and Dr. Douglas Clark: *Frame Creation* Examine case studies of reframing wicked problems: 1) Indigenous education (Donald, 2011), 2) addressing urban violence (CBC News, 2019) Engage in various strategies to reframe and reposition chosen perplexing situation: 1) analogy and metaphor, 2) new vantage points, 3) new conceptual lenses. Time to work on LT2 documentation process including highlighting the recursive and iterative nature of the design process to date **Learning Task 2 Discover and Define Phases due: February 1st**

Week 4 (Feb. 1-5) How can design mindsets like *ideation* and *iteration* help educators create original design 'solutions'? What assumptions and limitations are embedded within the 'solutions' we create?	**Required Resources (RR):** RR5: Langdon, W. (1980). Do artifacts have politics? *Daedalus, 109*(01), 121-136. **Supporting resources:** Interaction Design Foundation. (2017). *What is ideation – and how to prepare for ideation sessions*: https://www.interaction-design.org/literature/article/what-is-ideation-and-how-to-prepare-for-ideation-sessions Sutton, D. (2018). *Prototyping: The design process to pressure test ideas*. https://www.plusacumen.org/journal/prototyping-design-process-pressure-test-ideas	Begin ideating possible design solutions 5th discussion facilitation on Langdon reading Critically examine limitations and hidden assumptions behind emerging design solutions Opportunities to connect with colleagues and outside experts to generate ideas and get multiple rounds of feedback on emerging design solutions
Week 5 (Feb. 8-12) How has human centered design been taken up by educators in Alberta? How can designers in education effectively communicate the value of their design solutions to colleagues and the public more generally?	**Required Resources (RR):** Quinn et al. (2018). Finding humanity in design. *The Journal for the Canadian Association for Curriculum Studies*, *16*(1), 6-22. **Supporting resources:** Hill, J. (2017). *Design thinking in education (video).* https://vimeo.com/album/5336139/video/250988452 *Why design thinking?* https://vimeo.com/249752723 IDEO. (2012). Design thinking for educators tool kit (p. 72). https://designthinkingforeducators.com/toolkit	Read Quinn et al. Begin work on creating a pitch to present your prototype at the end of class on-line showcase **Learning Task 2 Develop and Deliver Phases due: February 12th** EDUC 546 On-line Showcase: February 12th **Learning Task 3 Post-Reflection due on D2L by February 14th**

LEARNING TASKS AND ASSESSMENT: There are three required Learning Tasks for this course.

> **LEARNING TASK I (INDIVIDUAL: 20%):** *Facilitate a Course Reading Using a Discussion Protocol*
> **DUE:** See sign-up sheet ahead of Week 1

In this assignment, you are asked to work within a professional learning community created by your instructor to employ a discussion protocol to foster a deep understanding of one of the required course readings. 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 LT2.

Specifically, you are asked to individually lead a small group of your colleagues through a 30-minute discussion protocol focussed on a required resource. Over the course of facilitating this discussion, you are invited to introduce 3-4 key insights and accompanying quotes from the reading. You are also invited to introduce thought-provoking discussion questions designed to foster connections to design work in LT2. Each discussion leader is then asked to provide a one page synthesis of the conversation to be posted on D2L within 48 hours of the discussion. 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 design-based thinking. Further details will be discussed in class.

CRITERIA FOR ASSESSMENT AT THE EXEMPLARY LEVEL FOR LEARNING TASK 1

FACILITATION SKILLS (SELF-ASSESSMENT): Facilitation of 30-minute discussion protocol fostered an extremely deep and thorough understanding of key insights from required resource. Demonstrated extremely strong facilitation skills (e.g., actively engaged all members of the group, paraphrased and summarized thoughts and ideas when appropriate).

DISCUSSION QUESTIONS (SELF-ASSESSMENT): The introduction of thought-provoking questions created a profoundly enlivened atmosphere involving active discussion, deliberation, and debate.

POST DISCUSSION SYNTHESES: Synthesis of the group discussion was posted on D2L within 48 hours after leading the discussion. The post discussion synthesis summarized key insights, examples of practice, questions, and break throughs that helped the professional learning community deepen their understanding of design-based thinking.

LEARNING TASK II (60%): *Exploring a Perplexing Situation/Problem Design Challenge*
Due: Discover and Define phases (Individual: 40%) – February 1st
Due: Develop and Deliver phases (Group: 20%) - February 12th

In this assignment you are asked to digitally document, through a mix of both text and images, your process working through a design challenge in groups of 2-3 exploring a perplexing and unique situation/problem emerging from the life world of schools. Documentation will occur within a Google doc 'workbook' organized around a set of rubrics emphasizing various themes associated with human-centered design. You are asked to include **no more than two-pages of documentation in relation to each theme**. You will have the opportunity to self-assess your work using the rubrics provided within the workbook. Instructors will draw on this self-assessment to make a final summative evaluation.

The nature of this assignment draws on the Double-Diamond Model of Design (Norman, 2013) involving an iterative and recursive process where designers first engage in *divergent thinking* to explore a range of ideas and possibilities, before partaking in *convergent thinking* to refine and narrow down to the best ones. As can be seen in this diagram (Stanwick, 2019), the cycle of divergence and convergence occurs two times — once to Discover and Define a problem, and a second time to Develop and Deliver novel solutions. The design process is meant to be iterative and recursive both within each diamond, as well as between the two diamonds.

Double Diamond DESIGN PROCESS
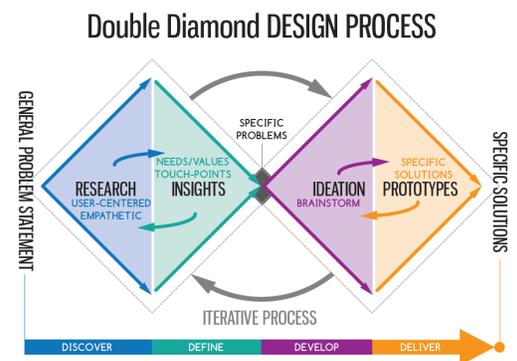
Discover and Define Phases (Individual: 40%)

Although you will be working in groups of 2-3, each group member is asked to individually document their process working through the Discover and Define phases of the first diamond using a Google doc 'workbook' provided by your instructor. Documentation of your design process during these phases will focus on the following four themes: (1) view of the problem space, (2) approach to inquiry and stakeholder engagement, (3) framing and frame creation, and (4) conceptualization of the design process. These themes overlap and

interrelate with one another and share, in many instances, common elements. Thus, rather than seeing these four areas as separate and distinct, they can be thought of as overlapping and connected.

CRITERIA FOR ASSESSMENT AT THE EXEMPLARY LEVEL FOR OF THE DISCOVER AND DEFINE PHASES (A FULLY ARTICULATED RUBRIC WILL BE DISTRIBUTED IN CLASS)

VIEW OF THE PROBLEM SPACE (10): Perplexing situation or problem viewed as complex and dynamic (i.e., wicked). Ends to be achieved are perceived as ill-defined and confusing due to the presence of multiple value conflicts. Well-developed articulation of deeper causal factors that underlie and may have given rise to the situation or problem. Focused on a unique dilemma or situation in education drawn from the lived reality of a particular educational context. Well-developed connections to how perplexing situation or problem is implicated in larger macro structures and societal challenges.

APPROACH TO INQUIRY AND STAKEHOLDER ENGAGEMENT (10): Proceeds with the assumption that initial interpretation and knowledge about the situation or problem is incomplete and insufficient. Ongoing research to inquire further into the problem involves investigating multiple sources. Empathy is focused continuously throughout the process on the needs, interests, challenges, and perspectives of multiple stakeholders (i.e., students, teachers, parents, community members). Presents a fully articulated plan to engage stakeholders as partners in the design process.

FRAMING AND FRAME CREATION (10): Repositions and reframes the problem by analyzing it through multiple metaphors, analogies, and/or vantage points. Creates well developed novel and original frames drawn from often overlooked discourses and theoretical frameworks in education or other novel frames (e.g., feminist, ecological, critical theory, Indigenous). Problem ultimately reconceptualized from the original formulation with adaptations that are differences of kind rather than degree.

CONCEPTUALIZATION OF THE DESIGN PROCESS (10): Design process is deeply iterative and recursive. Problem to be solved or goal to be accomplished is itself actually envisioned from the beginning as part of the process of exploration /inquiry/design. Clearly articulates the messiness and ambiguity of the design process in terms of the challenges, dead ends, frustrations, and questions that emerged along the way.

Develop and Deliver Phases (Group: 20%)

In this part of the assignment, you are asked to document your work as a group. Documentation of your design process within the Develop and Deliver phases of the second diamond will focus on two key areas: (1) ideating and critically reflecting on possible design solutions and (2) pitching the three most novel design solutions. Each group will have the chance to pitch their three best design solutions at an end of class on-line showcase.

CRITERIA FOR ASSESSMENT AT THE EXEMPLARY LEVEL FOR OF THE DEVELOP AND DELIVER PHASES (A FULLY ARTICULATED RUBRIC WILL BE DISTRIBUTED IN CLASS)

IDEATING AND CRITICALLY REFLECTING ON DESIGN SOLUTIONS (10): Identifies a diverse array of ways perplexing situation or problem could be 'solved' ranging from the very practical, to the very difficult to carry out. Puts thought to form by sketching out promising ideas. Seeks out and receives multiple rounds of feedback on how promising ideas could be strengthened and improved. Was willing to 'fail fast' and quickly move on from ideas that received less than stellar feedback. When working to refine possible design solutions, deeply considers the assumptions being made about the context of the problem and the needs of the people involved, as well as the ways possible solutions may privilege, enable, and empower some people and groups but not others.

PITCHING YOUR THREE MOST NOVEL DESIGN SOLUTIONS (10): Offers a provocative anecdote that deeply connects audience to the *wicked* nature of the perplexing and unique situation or problem the group chose to explore. Pitch focusses on the most important aspects of the three most novel design solutions including the frame creation process that inspired their development. Clearly and succinctly describes refinements that occurred through the various formative feedback loops the group received. Creates substantive opportunities for the audience to participate in the conversation by eliciting their thoughts and asking questions.

LEARNING TASK III: Evolving Understanding of Design in Education

Part I Pre-Reflection (5%)
Due: January 11th (in class)

Prior to engaging with any of the ideas or concepts in the course, you are asked to write a 400-500 word reflection on the first day of class around how you understand your role as a designer in education. Your response should include at least one image or picture that exemplifies the essence of what it means to be a designer in education. The following questions can guide your response:

- How do you understand the role and nature of design in education?
- When you consider how you will take up design in your future practice, what are some specific examples of the kinds of activities and practices you plan to engage in?

Part II Post-Reflection (15%)
Due: February 14th

In this final reflection (around 700 words), you have the opportunity to consider how your understanding of design in education has evolved and changed over the period of this five-week course. Your response to these questions should include at least one image that exemplifies the essence of what it means to be a designer in education, along with multiple connections to the required course resources cited in APA 7. Your reflection should address the following questions:

- How has your understanding of the role and nature of design in education changed and evolved over the course of the term?
- 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?

CRITERIA FOR ASSESSMENT AT THE EXEMPLARY LEVEL FOR LEARNING TASK 3
(A FULLY ARTICULATED RUBRIC WILL BE DISTRIBUTED IN CLASS)

DEPTH OF REFLECTION (PRE-REFLECTION): Demonstrates an in-depth reflection. Viewpoints and interpretations are well supported through two or more specific and vivid examples.

DEPTH OF REFLECTION (POST-REFLECTION): Demonstrates a clearly written, in-depth, and insightful reflection on, and personalization of, concepts and principles encountered throughout the course.

SUPPORT (POST-REFLECTION): Viewpoints and interpretations are extremely well supported through two or more specific and vivid examples. Reflection makes ongoing connections (4 or more) to the required course resources.

IMAGE AND APA (POST-REFLECTION): Image is judiciously chosen offering compelling and deep insight into the essence of what it means to be a designer in education as reflected in the literature explored in class. All connections to the design literature cited correctly in APA 7 (both in text & reference list).

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 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
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/. 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, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.