

AB

**EDUC 563: Complex Classrooms**  
**Winter, 2024**

Class Dates: January 8 - February 9, 2024

Zoom Dates: Wednesdays – January 10, 17, 24, 31 February 7

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

**COURSE DESCRIPTION:**

This course will overview diversity education and its implications for teaching practice within today's complex classrooms.

**Extended Course Description**

This course is based on the current challenge for educators and educators in training to better understand and effectively address student diversity in their contemporary classrooms, schools, and communities. Considering this, this course is not a recipe course, because teaching students with varied backgrounds, identities, frames of reference, abilities, interests, and belief systems is too complex for simple solutions. Instead, this course will present conceptually grounded, empirically based, and practically proven ideas and approaches to enrich educators in training towards thinking about and planning to address the diverse learning and developmental challenges in their future contemporary classrooms.

**LEARNER OUTCOMES:**

Students will be knowledgeable about:

The development of diversity education from the history and transitions from special education and inclusive education.

Instructional approaches and strategies for meeting the diverse needs of students in elementary and secondary classrooms.

Critical aspects with respect to student diversity within lesson plans relative to the Alberta curriculum for elementary and secondary students.

The development of lesson plans relative to curricular goals and objectives of the Alberta Curriculums for elementary and secondary students with respect to the student diversity within classrooms.

**COURSE DESIGN AND DELIVERY:**

This course is an on-line course. There will be one synchronous class for each of the five weeks of this course. Zoom will be used for synchronous classes in this course. Desire2Learn (D2L) will be used to post class resources, including links to readings and power point presentations. An active University of Calgary email address is required. To access the course in D2L, you will enter your ucalgary.ca IT username and password.

**REQUIRED RESOURCES:**

Andrews, J., & Lupart, J. (2015). *Diversity education: Understanding and addressing student diversity*. Toronto, ON: Nelson Education.

**ADDITIONAL RESOURCES:**

Alberta Assessment Consortium (2023). <https://aac.ab.ca>

The UDL Project <https://www.theudlproject.com/about.html>

**LEARNING TASKS OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	Summary of Research Based Instructional Strategies	Group	40%	Wednesday, January 24
Learning Task #2	Lesson Planning <b>Part A</b> Alignment of Alberta Curriculum General/Specific Objectives and Assessment	Individual	20%	Friday, January 26
	Lesson Planning <b>Part B</b> Completed Lesson Plans	Individual	40%	Wednesday, February 7

Assignments are due at 11:59 p.m. on the date specified.

**WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings and Tasks	Due Dates
Week 1 January 8-12	“What is Diversity Education?”	Review Course Outline Introduction to Diversity Education Classroom Review/Context  Reading: Theme 1 (Andrews & Lupart)	
Week 2 January 15-19	“What are the considerations that inform planning to meet the needs of diverse students?”	UDL vs DI High Impact Teaching Strategies Lesson Planning - alignment <ul style="list-style-type: none"> <li>• Learner Outcomes</li> <li>• Assessment</li> </ul>	

		Reading: Theme 3 (Andrews & Lupart)	
Week 3 January 22-26	“How will planning for diversity be reflected within lesson plans?”	Lesson Planning - continued  Reading: <b>One (1)</b> chapter from Andrews & Lupart according to level and subject relative to up-coming practicum.	January 24 (Wednesday) Summary of Research Based Instructional Strategies
Week 4 January 29- February 2	“How will I apply my learning within the context of my up-coming practicum?”	Putting it all together: Lesson Planning  Reading: Continued from previous week	January 26 (Friday) LT#2 Part A
Week 5 February 5-7	Sharing and Reflections	Small group sharing/Break out rooms	February 7 (Wednesday) LT#3 Part B

#### CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

#### LEARNING TASKS AND ASSESSMENT

There are two (2) required Learning Tasks for this course.

**1. LEARNING TASK #1: Summary of Research Based Strategies – DUE: Wednesday, January 24 at 11:59 p.m.**

In groups, students will create a template/chart to share the definitions of three (3) instructional strategies identified as impactful by John Hattie’s research. The template/chart will include the strengths and anticipated potential limitations of each approach in consideration of specific groups of students.

Collectively, our class will address strategies appropriate for use in our work with the following groups: variant ability, ethnicity, race, social class, religion, and gender as well as students identified as having anxiety, depression, learning disability, intellectual disability, and autism.

This assignment will be submitted through Dropbox for grading.

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

	<b>Accomplished (9-10)</b>	<b>Developing (6-8)</b>	<b>Beginning (0-5)</b>
<b>Instructional Strategies</b> Provides a description of three instructional strategies	Each instructional strategy is described well clarifying the components of the strategy and considerations for implementation.	Each instructional strategy is described without considerations for implementation.	Instructional strategies are not well defined and/or three instructional strategies are not included.
<b>Accuracy of Considerations/Strategies aligning with Barriers to Learning/Anticipated Challenges</b> Provides connection to the impact of instructional strategies for students with specific learning needs	Instructional strategies are connected to Barriers to Learning/Anticipated Challenges of specific groups of learners with indication of why/how the strategy will support student learning.	Two to three are included, most are appropriate and aligned to the needs of students	Few considerations are included; may be inappropriate, not aligned to the needs of students
<b>Format</b>  Information is organized and a consistent form is used.  Grammar, mechanics, and references are appropriate.	All information is clear and easily read. No errors.	Presentation of information is segmented and somewhat challenging to follow. Some errors in grammar, mechanics, and references.	Presentation of information is illogical and difficult to follow. Many errors in grammar, mechanics, and references.

**2. LEARNING TASK #2: Parts A and B**
**Part A: Alignment of Alberta Curriculum, General/Specific Objectives and Assessment - Due Friday, January 26 at 11:59 p.m.**

Students will choose the curricular area and educational level to be developed through lesson plans in Learning Task #3 Part B.

Students will choose one (1) General Learning Outcome and two (2) Specific Objectives from the Alberta Program of Studies. The students will choose appropriate formative and summative assessments aligned with the objectives. Each student will explain (in 200 words or less) how the assessments will provide formative feedback to the objectives and how the summative assessment will capture student learning relative to the curriculum.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK #2 PART A**

	<b>Accomplished (9-10)</b>	<b>Developing (6-8)</b>	<b>Beginning (0-5)</b>
<b>Accuracy of Learning Outcomes/Objectives</b>	All components are included as specified in the Learning Task.	Most components are included accurately.	Some components are included accurately.

<b>Appropriateness and Alignment of Assessments</b>	Formative and summative assessments aligned with the Outcomes/Objectives are chosen. Evidence of the appropriateness of the assessments is evident through the student explanation.	Formative and summative assessments are almost aligned with the Outcomes/Objectives chosen. Evidence of the appropriateness of the assessments is not clear through the student explanation.	Formative and summative assessments are not aligned. Evidence is absent in the student explanation.
<b>Format</b>	Presentation of information is organized and clear. Few, if any, errors in grammar, mechanics, and references.	Presentation of information is segmented and somewhat challenging to follow. Some errors in grammar, mechanics, and references.	Presentation of information is illogical and difficult to follow. Many errors in grammar, mechanics, and references.

**Part B: Completed Lesson Plan - Due Wednesday, February 7 at 11:59 p.m.**

Each student will develop two lesson plans incorporating high impact teaching strategies to build upon the aligned outcomes and assessment completed in Part A of this assignment.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK #2 PART B**

	<b>Accomplished (9-10)</b>	<b>Developing (6-8)</b>	<b>Beginning (0-5)</b>
<b>Content</b>	The lesson plans provide an exemplary critical understanding of core concepts from the course texts, & nuanced knowledge of the specific group targeted incorporating research-based strategies	The lesson plans provide a proficient critical understanding of core concepts from the texts, & knowledge of the specific group targeted (e.g., diversity considerations, instructional approaches).	The lesson plans that reveal a misunderstanding of core concepts from the texts, & knowledge of the specific group targeted (e.g., diversity considerations, instructional approaches).
<b>Content/Structure</b>	The lesson plans strongly build from the learning outcomes/objectives and scaffold student learning to achieve outcomes/objectives. Lesson plans are coherent, concise and can be used effectively in the classroom setting.	The lesson plans incorporate learning outcomes/objectives from the Alberta Curriculum. Lesson plans are coherent, concise and can be used effectively in the classroom setting.	The lesson plan(s) incorporate no learning outcomes/objectives from the Alberta Curriculum. Lesson plans require restructuring to be used effectively in the classroom setting.

<b>Form/Style.</b>	The lesson plans reflect exemplary writing skills and attention to matters of content, formatting, and style.	Presentation of information is segmented and somewhat challenging to follow. The summary uses color, pictures, or charts that do not add to the information. The summary is dense and important information may not stand out. Some errors in grammar, mechanics, and references.	Presentation of information is illogical and difficult to follow. The visual presentation is crowded and/or not visually appealing. The use of color, pictures, and charts detract from the information. The summary is extremely dense and difficult to read as a result. Many errors in grammar, mechanics, and references.
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### **THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK**

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

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

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

- *Engagement in Class Discussion and Inquiry*

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

### **EXPECTATIONS FOR WRITING**

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

### **LATE SUBMISSIONS**

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

granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

### ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

### GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

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

#### Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

#### Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

#### Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a



missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

**Education Students Association (ESA)** President for the academic year is Claire Gillis,  
[esa@ucalgary.ca](mailto:esa@ucalgary.ca).

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