

**EDUC 201: Introduction to Educational
Studies
Spring, 2026**

Erin Spring

**Section information (times, class location, instructor) can be found in your my.ucalgary.ca portal.
Your instructor will also confirm section information through your D2L course shell.
Please check these sites prior to the start of the course.**

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation within Alberta (including Nose Hill Métis District 5 and Elbow Métis District 6).

Class Dates: Online: MW 16:30-18:00

Class Dates: May 4 - June 15

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Center 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:

Introduction to Educational Studies examines fundamental questions that underpin key debates in schooling and education, including:

- Why should children be educated?
- How should children be educated?
- What should children learn?
- Where should children learn?
- Who should control education?

The course aims to challenge your views and preconceptions on education and present different viewpoints for you to consider. You should come to question your opinions and consider the strengths and limitations of the arguments presented.

You will need to undertake a considerable amount of independent reading to consolidate and extend what has been discussed during each class session. To derive maximum benefit, however, you should read the readings prior to each week and be prepared to do further reading throughout the course.

LEARNER OUTCOMES:

Upon successful completion of the course, you will be:

- 1) introduced key theoretical debates and issues in education.
- 2) able to discuss the positions within educational debates and to articulate their strengths and weaknesses; and

3) able to defend and articulate an informed, evidence-based position on key philosophical educational questions.

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

REQUIRED RESOURCES:

Gereluk, D., Martin, C., Maxwell, B., & Norris, T. (2016). *Questioning the classroom: Perspectives on Canadian education*. Don Mills, ON: Oxford University Press.

You can order the textbook from the University of Calgary Bookstore and they will ship it to you https://www.calgarybookstore.ca/buy_courselisting.asp. You may also order it at Amazon.ca. The textbook is an essential component of the course; you should bring it to class daily.

ADDITIONAL RESOURCES:

Alberta Teachers' Association (2004). *Code of professional conduct*. Edmonton: Alberta Teachers' Association. Retrieved from <http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf>

Taras, M. (2005). Assessment – Summative and formative – some theoretical foundations. *British Journal of Educational Studies*, 53(4), 466-478. Retrieved from <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-8527.2005.00307.x>

Louie, D., & Scott, D. (2016). Examining differing notions of a “real” education within Aboriginal communities. *Critical Education*, 7(3). Retrieved from <http://ojs.library.ubc.ca/index.php/criticaled/article/view/186095>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
D2L Posting Individual 20%	Posting on Weekly Topics	Individual	20%	Ongoing
Group Poster	Presentations- PowerPoint	Group	40%	June 10
Final Paper	Position Paper	Individual	40%	June 15

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates

<p>Week 1 Mon, May 4 Wed May 6</p>	<p>Introduction</p> <p>What is education?</p> <p>Why should the young be educated?</p>	<p>Monday-Introduction Chapter: Gereluk, D., Martin, C., Maxwell, B., & Norris, T. (2016). <i>Introduction: What's the point?!</i> Don Mills, ON: Oxford University Press.</p> <p>Wednesday-Chapter 1: <i>What are the values or aims of education?</i></p>	
<p>Week 2 Mon, May 11 Wed May 13</p>	<p>How should we teach?</p> <p>What should be taught in the curriculum?</p>	<p>Monday-Chapter 3: <i>What are our main conceptions of education? Where did they originate? How do they inform our current practices?</i></p> <p>Wednesday: Chapter 5: <i>What should be taught in the curriculum?</i></p>	<p>Submission of bi-weekly post</p>
<p>Week 3 Mon, May 20 Wed May 22</p>	<p>Examining controversial issues in the classroom</p>	<p><u>No Classes: May long weekend</u></p> <p>Wednesday-Chapter 6: <i>Should teachers teach about controversial subjects?- In-class debate</i></p>	
<p>Week 4 Mon, May 27 Wed May 29</p>	<p>Where should children learn?</p> <p>How should student learning be evaluated?</p>	<p>Monday-Chapter 7: <i>Place-based education and the rural school ethic /</i> Outside activity:</p> <p>Wednesday Taras, M. (2005). Assessment – Summative and formative – some theoretical foundations. <i>British Journal of Educational Studies</i>, 53(4), 466-478. Retrieved from https://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1467-8527.2005.00307.x</p>	<p>Submission of bi-weekly post</p>
<p>Week 5 Mon, June 3</p>	<p>Responding to the Truth and Reconciliation's Calls to Action.</p>	<p>Monday Chapter 9: <i>Should cultural restoration be an aim of education? Justice, reconciliation, and Aboriginal education</i></p> <p>Louie, D., & Scott, D. (2016). Examining differing notions of a "real" education</p>	

Wed June 5	Should school choice be fostered in public education?	<p>within Aboriginal communities. <i>Critical Education</i>, 7(3). Retrieved from http://ojs.library.ubc.ca/index.php/critical-ed/article/view/186095</p> <p>Wednesday Chapter 8: <i>Should school choice be fostered in public education</i></p>	
Week 6 Mon, June 10 Wed June 12	What is the role of a teacher's professional identity?	<p>Monday Chapter 11: <i>To what extent do teachers have professional autonomy? Alberta Teachers' Association (2004). Code of professional conduct. Edmonton: Alberta Teachers' Association. Retrieved from Alberta Teachers' Association (2004). Code of professional conduct. Edmonton: Alberta Teachers' Association. Retrieved from http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf</i></p> <p>Wednesday- Presentations Assignment 2: PowerPoint presentation showcase.</p> <p>Showcase (Wednesday and Monday, June 10 and 15)</p> <p>Monday Assignment 2: PowerPoint presentation showcase. Showcase</p> <p>Please post a digital copy of your group's PowerPoint onto D2L</p> <p>Final wrap-up and farewell</p>	Submission of bi-weekly post

CHANGES TO SCHEDULE:

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

LEARNING TASKS AND ASSESSMENT

Please be aware that for group assignments, your assessment will be conducted at the group level. This means that all members of the group will receive the same grade for their collective work. If you encounter any issues or have concerns regarding group dynamics or individual contributions, it is essential to reach out to your instructor promptly. They will engage with you to discuss a reasonable and practical plan moving forward, tailored to the specific circumstances you are facing. For more comprehensive information on how your work will be graded, please refer to the Learning Task Rubrics, which provide detailed grading criteria and expectations.

Additionally, all submitted assignments must reflect the original work of each individual student. While you are permitted to utilize generative AI (GAI) tools solely for basic word processing tasks, such as checking grammar and spelling (for example, tools like Grammarly or CoPilot), you are not required to disclose the use of these tools for these specific functions. However, if you have questions or are considering using other GAI tools for purposes beyond grammar and spelling, please consult your instructor for guidance to ensure compliance with academic integrity policies.

There are three required Learning Tasks for this course. **All learning tasks should be submitted during the day they are due.** Please note that emailed assignments will not be accepted unless prior arrangements have been made. **All learning tasks must be completed to receive a passing grade in this course.**

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

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There are three required Learning Tasks for this course.

LEARNING TASK 1: Postings on Weekly Topics in D2L – DUE: Ongoing (20%)

Each individual will (1) upload a weekly post to the appropriate section of D2L that discusses topics from the weekly readings in a scholarly manner. **You will have to complete 1 weekly post every second week and respond to another (1) colleague's post.** You can reference your own experiences as they relate to these topics, primarily based on scholarly arguments that comment on or challenge the arguments presented. Try to think of both the theoretical (big picture) and the practical aspects of the arguments in the weekly papers. Posts should be 300-400 words for each submission. In addition, each student should (1) write one response to one colleague's post, which should be 100-200 words.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

The criteria of this assignment will be based on participation. You will receive full marks for this course assignment if you complete one posting every second week and one response to a colleague's post. I will read your postings and will reach out to students if (1) you are not posting, (2) you are not posting responses, or (3) your posts are not showing enough effort. If you post every week and respond to the best of your ability, you will receive full grades for this assignment. If you do not post for a week, you will lose one-fifth of the potential

grades for this assignment per week. The grades for this assignment are easy to get: post every week, respond to a colleague's post, and give it your best effort. Also, please ensure that you submit your post and response to a classmate in D2L; this will be reviewed in the first class.

LEARNING TASK 2: Conference Presentation PowerPoint or Poster - DUE: June 10, 2026 (40%)

Please have one member of the group post a PowerPoint or poster on D2L.

In groups of 3-4 individuals, you are asked to create a PowerPoint related to one of the course topics for a public showcase (40%). The PowerPoint is a stand-alone digital display comprised of a visual element, written text, and references to the literature cited.

The PowerPoint presentation will occur online in class. You are asked to create a slide digital presentation using PowerPoint.

Criteria for Assessment of Learning Task 2

Criteria	Excellent (A+/A)	Acceptable (A-/B+)	Developing (B/B-)	Needs Improvement C+/ Lower
Explanation of Debate or Issue	Clearly and succinctly summarizes the key points of the debate that have been chosen.	It summarizes the PowerPoint or poster presentation, although it is less succinct.	It summarizes the PowerPoint or poster but misses some salient aspects or is overly wordy.	Misses significant aspects of the key topic or is unclear.
Connection to Research Literature	Describes the chosen theory in succinct detail.	Describes the chosen theory but is less succinct or sophisticated in understanding.	Describes the chosen theory but misses some salient aspects or is overly wordy.	Misses significant aspects of the theory, misunderstands the theory, or is unclear.
Organization	The PowerPoint or poster organization clearly guides the reader through the Varied sentence structure; scholarly style; easy to read; Few to no errors in information.	PowerPoint's or a poster's organization guides the reader through the information with limited sophistication. Varied sentence structure; scholarly style; few awkward passages; Rare errors.	The PowerPoint's or poster's organization is clear but simplistic, There is some variety of sentence structure, informal tone, a few awkward passages, and Noticeable errors.	The PowerPoint or poster is disorganized. Limited variety of sentences; informal style, awkward wording; Many errors significantly detract from clarity.
Graphics, Creativity, & Neatness	PowerPoint or poster is aesthetically pleasing and engaging, represents high professionalism, and uses graphics that support the content. List contributors' names on the first slide.	The PowerPoint or poster is aesthetically pleasing, engaging, neat, and carefully done; most graphics support the content.	PowerPoint or poster is neat and carefully done but not engaging; some graphics support the content.	The PowerPoint or poster is sloppy and not engaging; few graphics support the content.
Presentation and Response to Questions	The speaker efficiently and confidently guides the viewer through the key points in the PowerPoint or poster while engaging them in a discussion of the work. The presentation is an authentic exchange of ideas, and questions are answered clearly and informatively. The speaker uses a clear and	The speaker guides the viewer through the PowerPoint or poster and allows them to ask questions along the way. The presentation involves a useful but transactional question-and-answer format. It is done appropriately and clearly. The speaker uses a clear and confident voice. The digital display is utilized	The speaker recites key points to the viewer but does not engage with them. Following the presentation, an opportunity for questions is provided, but the answers may be somewhat superficial. The speaker may use a script and cannot answer all questions clearly. The speaker's voice is unclear	The speaker is unsure of the key points and cannot smoothly guide the viewer through the presentation. Questions are not elicited, and if asked, they are not answered clearly or correctly. The speaker cannot easily discuss the poster and uses a script. There is a lack of engagement, and the

	confident voice. The digital display and associated supports are utilized to their full potential.	well, and the supports may or may not be used.	and may not always be heard. The digital display is used but has limited function.	speaker's voice cannot be heard clearly. The digital display is not used.
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LEARNING TASK 3: Position Paper - DUE: June 15, 2026 (40%)

Building on the discussions you had over the course of the term, for this assignment, you are asked to write a 5–7-page position paper (including references) related to one of the issues addressed in EDUC 201. Essay questions will be created in class. The paper should demonstrate an appropriate understanding of the chosen issue. In defense of your argument, you must provide a critique of both theory and practice. Please use a Microsoft Word file and hand in your assignment in D2L using Dropbox.

Your assignments should meet the following requirements:

- 12-point Times New Roman or Arial font
- Double-spaced
- At least one-inch margins on the left and right sides
- Include accurate APA 7th edition citations of works referred to in the paper
- Include a properly constructed bibliography/reference list at the end.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

	Excellent (A+/A-)	Acceptable (B+/B-)	Developing (C+ and lower)
Topic and Thesis	Essay has a clearly stated and arguable thesis. The topic selected is related to course content and is appropriately narrow.	Thesis is arguable but needs to be stated more clearly. The topic selected is related to course content, but it is a little too broad or narrow.	Thesis is neither clear nor arguable. The topic is too broad or too narrow to complete the assignment effectively.
Research	The paper is thoroughly researched, and the student uses the research effectively. The student uses the most current research available and draws upon literature in the field of education.	The paper uses a modest amount of research that generally helps communicate the writer's ideas to the audience. Research used could be more current and/or focused more on educational research. (The paper is inadequately researched and does little to assist the writer communicate effectively with the audience. Research is either not used or is not current or related to education. In general, the topic has not been researched adequately.
Content	The essay presents thoughtful and persuasive reasoning in support of position(s) taken. The paper shows the writer's clear ability to use relevant theoretical approaches to understanding issues in education.	Reasons are provided in support of positions, but they sometimes fail to provide strong support for the argument. The paper engages to some degree with the course themes but could be expressed more clearly.	The essay either fails to take a clear position on an issue or fails to support the position with thoughtful and appropriate argumentation. The paper fails to engage adequately with the course themes. The paper needs improvement in terms of demonstrating the writer's ability to use relevant theoretical approaches to understanding issues in education.
Organization	Organization is appropriate and contributes to a reader's understanding of the subject. Coherent and focused writing contribute to the overall quality of the paper.	Organization is moderately appropriate and generally contributes to a reader's understanding of the subject. Most sections of the paper are coherent and focused. The paper is slightly long or too short.	Organization is confusing to the reader and fails to contribute to a reader's understanding of the subject. The paper lacks coherence and focus.
Writing	Writing is clear, concise, appropriate, and largely free of grammatical errors.	Writing is somewhat clear, concise, and appropriate. Grammatical errors are somewhat common but do not detract from the overall argument.	Writing is unclear and is not concise or appropriate. Grammatical errors are common and detract from the overall argument.
References	All references are listed in one consistent style at the end of the	All references are listed in one consistent style at the end of the	Most references are listed in one consistent style at the end of the

	paper. The writer cites all research in a consistent and scholarly way.	paper. The writer cites most research in a consistent and scholarly way.	paper. (Alternatively, the style used is not consistent or scholarly.) The writer does not cite all research.
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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 attendance and participation in every class are important is that the course involves working with fellow students to share ideas and thoughts. For example, in each class, you will work with a small group to engage fellow students in discussions about the 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 collaborating as a group, 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:

<https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. If assignments are not submitted on their due date, you will lose one-fifth of the potential grade for this assignment per day for late submissions. 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

Regarding 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: <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

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

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

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://ucalgary.ca/student-services/access/prospective-students/academic-accommodations> .

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: <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 or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures

<https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies

<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Access and Privacy Office (Formerly) Freedom Of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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 Tracy Dinh,
esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.