

**EDUC 563 S01: Complex Classrooms  
Winter, 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:** January 12 - February 11, 2026

**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.

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:

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

- II. Instructional approaches and strategies for meeting the diverse needs of students in elementary and secondary classrooms.
- III. Critical aspects with respect to student diversity within planning for teaching and learning relative to the Alberta curriculum for elementary and secondary students.
- IV. The development of planning for teaching and learning 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 e-mail address is required. To access the course in D2L, you will enter your ucalgary.ca IT username and password.

Students will require access to a computing device that contains current software and hardware capable of running D2L. If you do not own a personal device, there are computers available for student use in the Doucette Library and the Taylor Family Digital Library.

#### **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>

Shelley Moore

<https://blogsomemoore.com/getting-to-know-our-learners/>

<https://blogsomemoore.com/wp-content/uploads/2023/08/seed-packet-iepea.pdf>

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

Additional resources may be added by the instructor through D2L as the course progresses.

#### **LEARNING TASKS OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	Complex Classroom Inquiry Project Proposal <i>Aligns with outcomes 1, 2</i>	Group or Individual	50%	Monday, January 26
Learning Task #2	Complex Classroom Inquiry Project <i>Aligns with outcomes 1, 2, 3, 4</i>	Group or Individual	50%	Wednesday, February 13

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

Assignment grading criteria are included in the rubric for each assignment.

**WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings and Tasks	Due Dates
Week 1 January 12-16	What is Diversity Education?  Where do teachers begin?	<p>Review Course Outline</p> <p>Introduction to Diversity Education</p> <p>Identifying aspects of the Complex Classroom</p> <p>Empathy and knowing our students are a first steps as we design for learning.</p> <p>Activity: The Seed Packet/The Classroom Review</p> <p>Readings:</p> <p>Andrews &amp; Lupart, Perspectives on Teaching and Student Diversity, p.128-160</p> <p><a href="https://blogsomemoore.com/getting-to-know-our-learners/">https://blogsomemoore.com/getting-to-know-our-learners/</a></p> <p><a href="https://blogsomemoore.com/wp-content/uploads/2023/08/seed-packet-iepea.pdf">https://blogsomemoore.com/wp-content/uploads/2023/08/seed-packet-iepea.pdf</a></p>	
Week 2 January 19-23	<p>What considerations inform planning and assessment to meet the needs of diverse students?</p> <p>How will planning for diversity be reflected within lesson plans?</p>	<p>Educational programming and the link to positive classroom culture.</p> <p>Assessing, monitoring, and reporting student learning</p> <p>UDL vs DI</p> <p>High Impact Teaching Strategies/Discipline Specific Teaching Strategies</p> <p>Lesson Planning - alignment • Learner Outcomes • Assessment</p>	

		Readings:  One (1) chapter from Andrews & Lupart according to level and subject relative to up-coming practicum.  <a href="https://www.theudlproject.com/about.html">https://www.theudlproject.com/about.html</a>	
Week 3 January 26-30	How are positive classroom cultures shaped in complex classrooms?	Revisiting Maslow's Hierarchy of Need  Behaviour Emotional Regulation, Challenging Behaviours, Student Conflict	Learning Task #1 Due Monday, January 26
Week 4 February 2-6	How are teachers supported in complex classrooms?	Working with colleagues, assistants, administrators, consultants, specialists, community resources  Professional Learning  Reading: Chapter 9 from Andrews & Lupart  <a href="https://www.jigsawlearning.ca/collaborative-response/overview">https://www.jigsawlearning.ca/collaborative-response/overview</a>	
Week 5 February 9-11	How will I apply my learning within the context of my up-coming practicum?  Sharing and Reflections	Group sharing	Learning Task #2 Due Wednesday, February 11

#### 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

The use of generative AI (GAI) is permitted in this course. Students may use GAI tools for idea generation, concept clarification, initial exploration on a project, narrowing scope, outlining, finding initial sources and gathering/formatting references, getting feedback on draft and details, and creating titles or headings.

Students are responsible for all material produced by GAI as if they are the author (e.g., responsible for all matters related to copyright, academic misconduct, etc.). For further insights, the Taylor Institute has created some guiding resources and principles: <https://teaching-learning.ucalgary.ca/resources-educators/generative-ai-teaching-and-learning>

If you have questions about a specific use of other GAI tools, please contact your instructor.

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

**1. LEARNING TASK #1: Complex Classroom Inquiry Proposal - DUE: Monday, January 26 at 11:59 p.m.**

The Complex Classroom Inquiry Proposal will support your Complex Classroom Inquiry Review Project (LT#2) and provide you with formative feedback to apply to your project submission. Feedback will be provided to all students about considerations for their LT#2. Proposals must include the overarching area of interest, a specific project question, an outline of key information that will be examined, information about the modality they will use to present their information, and a list of references.

Areas of interest may include (but are not limited to):

Creating Positive Classroom Cultures

Building Safe and Caring Spaces

Work/Life Balance for Teachers

Instructional Design/Strengths based approaches

Behaviour in the Complex Classroom

Nature/Outdoor Education Integration

Multi-grade Spaces

Working Effectively with Educational Assistants

Strategies for EAL

Communication with EAL/incorporating home languages

Matrix Planning for Students with Exceptionalities

Restorative Practices/Trauma Informed Care

Any modality is acceptable and creative modalities are encouraged!

Regardless of your modality, the equivalency should be to a 3000-word (or about a 12 page) paper. For reference, this would be equivalent to about a 20-minute presentation/video. The intricacies of drawings and other visuals are more challenging to quantify but can convey complex information clearly. If you have any concerns prior to submitting your proposal, please contact your instructor. Some modalities can include: a podcast, an essay, a brochure, a presentation, a video (e.g. Ted Talk style), a comic book,

a board game, a diorama with an audio explanation, a website, an infographic, a storybook, and so much more!

This assignment will be submitted through Dropbox for grading.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Proposal Section	Required Section Information
<b>Proposed Area of Interest</b> Your description should address a significant aspect of Complex Classrooms.	<ul style="list-style-type: none"> <li>o Clearly describe your overarching area of interest.</li> <li>o Clearly describe <b><u>how the area is relevant for your practicum</u></b> and important to learn about in the context of the complex classroom.</li> <li>o Include at least 250 words.</li> </ul>
<b>Project Question</b> Your project question should be specific. Your question should logically flow from your area of interest and address a significant aspect of the complex classrooms.	<ul style="list-style-type: none"> <li>o Include a question (not a statement)</li> <li>o Allow for multiple interpretations (cannot be answered by a 'yes' or a 'no').</li> <li>o Be researchable (with sufficient empirical research).</li> </ul>
<b>Key Areas You Will Examine (Outline)</b> Provide information about the key areas you will research and report on. You do not need to have these fully developed but should include enough information to provide an overview of the likely content you will include on your project (e.g., introduction to topic, discussing theories, controversies, etc.)	<ul style="list-style-type: none"> <li>o Include at least 5 sections of information (e.g., introduction to topic, discussing theories, controversies, implementation, etc.)</li> <li>o Include at least 250 words (total – not per area) describing key information that will be described in each of the sections.</li> <li>o Directly relate to your project question.</li> </ul>
<b>Proposed Modality</b> Provide a summary of the way you intend to represent your information.	<ul style="list-style-type: none"> <li>o Include sufficient detail to understand how the modality will facilitate answering the project question.</li> <li>o Include information regarding how you will engage your audience (e.g., describe your visuals, writing or speaking style, etc.)</li> <li>o Include the proposed length of your project (e.g., pages, words, slides, minutes, graphics, etc.)</li> </ul>
<b>References</b> Provide the references in APA7 that you have used in developing your proposal, as well as references that you will use for your inquiry project.	<ul style="list-style-type: none"> <li>o Use one consistent style with few styling errors</li> <li>o Include at least 5 scholarly references that are beyond the textbook (e.g., journal articles, published books). NOTE: other sources may be used in addition to the scholarly references, but the bulk of your information should come from these scholarly references.</li> <li>o Describe how the reference will be used to answer the project question (a few sentences per reference).</li> </ul>

Where submitted as a group assignment, the assignment grade will be given to each member of the group.

## 2. LEARNING TASK #2: Complex Classroom Inquiry Review Project – DUE: Wednesday, February 11 at 11:59 p.m.

For this learning task, you will build on Learning Task #1. Using the feedback provided by the instructor to LT#1, you will develop a presentation of your learning with respect to the defined aspect of complex classrooms you have chosen. Your presentation, in the format you choose, will be shared electronically on D2L on the due date. Please be aware that any videos that may need to be shared via a link, rather than through direct uploading onto D2L. Be creative in the development of this task.

Required elements of this project are included in the following rubric:

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

	Accomplished (9-10)	Developing (6-8)	Beginning (0-5)
<b>Quality and Meaningfulness of Project Question</b>			
Project Question and Importance	The project question is clearly stated, specific, and addresses a significant aspect of complex classrooms. The rationale for choosing the question is <u>supported with personal interest</u> in professional growth in this area and considers and/or challenges common assumptions in this area. Direct links are made to how new knowledge in this area will support you in your up-coming practicum/future.	The project question is appropriate and clearly stated but is either too general or too narrow, leading to a multitude of sub-question or ruling out new possibilities. The supporting rationale is generally well written but not relevant to personal interest or professional growth. Weak links are made to how new knowledge in this area will support you in your practicum/future.	The project question is roughly sketched and in need of refinement. The supporting rationale is weakly developed and/or does not address personal interest or professional growth. Few or no links are made to how this question will support you in your practicum/future.
<b>Overall Presentation of Findings</b>			
Content Organization	Analysis of the findings is: Presented in a logical format Clearly organized and easily followed	Analysis of the findings is: Presented in an understandable format Organizationally adequate	Analysis of the findings is: Weak in formatting and organization Difficult to follow and understand



	Skillfully transitions between concepts	Transitions between concepts are simplistic	Transitions between concepts are limited
Content Quality	Analysis of the findings is: Exceptional Comprehensively answers the project question and clearly connects to practice Addresses multiple perspectives in answering the project question	Analysis of the findings is: Appropriate Thoroughly answers the project question, some connection to practice Addresses only the dominant perspectives in answering the project question	Analysis of the findings is: Lacking in clarity or development Superficially answers the project question, limited connection to practice Does not adequately describe a perspective in answering the project question
Extension Questions	The remaining questions are related to the project question, are clearly stated, specific and not readily accessible in the literature.	The remaining questions are mostly related to the project question and clearly stated but is either too general or easily answered in the literature.	The remaining questions are not included, not related to the project question, or need significant refinement.
<b>Style</b>			
Design Elements	The project employs engaging and clearly connected information. The project is error-free. The length of the project is consistent with what was described in the proposal.	The project includes mainly relevant and strong information. The project has a few errors that detract from the quality of the project. The length of the project is noticeably different than described in the proposal.	The project includes some connected information but may not be complete or may hold examples that are not connected to the inquiry project. The project has errors that significantly detract from the quality of the project. The length of the project is significantly different than described in the proposal.
<b>References</b>			
Scholarly Approach	Attention is given to the choice of scholarly references in building a thorough understanding of the issues, challenges and opportunities presented by the project question. All content is	Scholarly articles are referenced and used to support the findings/ suggestions but there is an over-reliance on non-academic sources. All content is	Scholarly articles are referenced without clear connections to the project question. The project relies heavily on non-academic sources (e.g., blog posts,



	appropriately cited in APA7.	appropriately cited in APA7.	videos, etc.). Content is not cited.
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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:

<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**. 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:** <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/a89ecbf758841b5983c4b67746e7846>

### **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](mailto:esa@ucalgary.ca).

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