EDUC 521: Design For Learning
Fall 2023

Sec	Time	Location	Instructor Last	Instructor First	Email
S01	TR 13:00 - 15:20	EDC255	Friesen	Sharon	sfriesen@ucalgary.ca
S02	TR 10:30 - 12:50	EDC 170D	Grovet	Kristine	kristine.grovet1@ucalgary.ca
S03	TR 13:00 - 15:20	EDC 278	Clark	Doug	douglas.clark@ucalgary.ca
S04	TR 10:30 - 12:50	EDC 171	Clark	Doug	douglas.clark@ucalgary.ca
S05	TR 10:30 - 12:50	EDC 357	Corah	Addie	addie.corah1@ucalgary.ca
S06	TR 13:00 - 15:20	EDC 170D	Hampshire	Tony	aehampsh@ucalgary.ca
S07	TR 10:30 - 12:50	EDT 146	Kilborn	Michelle	michelle.kilborn@ucalgary.ca
S27	R 08:00 - 09:30	Online	Friesen	Sharon	sfriesen@ucalgary.ca
S28	R 18:00-19:30	Online	Shanahan	Marie-Claire	mcshanah@ucalgary.ca
S30	R 16:30 - 18:00	Online	Clark	Doug	douglas.clark@ucalgary.ca
S31	R 18:00 - 19:30	Online	Clark	Doug	douglas.clark@ucalgary.ca
S32	R 16:30 - 18:00	Online	Shanahan	Marie-Claire	mcshanah@ucalgary.ca

Class Dates: September 5-October 27, 2023

Zoom Dates: Zoom sessions for sections 27-32 will take place once per week on Thursdays at the time specified above.

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 focuses on expanding your view of design and your role and goals as a designer for the students in front of you. Teachers are designers not just enactors – Design is an everyday act for teachers. Design is a continuous process within affordance and constraints that opens up possibility in curriculum.

Central to the idea of design in this course is the possibility of reframing and reconsidering how we think about our roles, our students, and the curriculum. Curricular design is a public space/enactment of a public/world making. Fundamental challenges can't be addressed with the frame in which they arose (e.g., knowledge worth learning is only created by experts). New Frames can create new ways of seeing and acting on challenges.

This course will explore how we might reconceptualize the curriculum in terms of Third Space, Transdisciplinarity, Interdisciplinarity, and Alternative Ways of Knowing.

All design is political because designers explicitly or implicitly prioritize certain perspectives, stakeholders, frames, and ways of looking at the world. With that understanding, teachers should engage as critical

practitioners looking to support all students with a commitment to advocating the voices and experiences of those who have been historically silenced or omitted by traditional teaching practices and curricula.

This course focuses on exploring these goals within the context of schools, the program of studies, and the demands within which teachers navigate. The emphasis is on exploring how the perspectives of this course can not only co-exist within your role and life as a teacher but enhance and improve your life and impact as a teacher for the students in front of you in the classrooms where you will teach.

LEARNER OUTCOMES:

- Understand the role of design for your students and their experiences.
- Understand curriculum as resources for design.
- Understand the Program of Studies (formalized curriculum documents) and design as supportive of teachers and students living curriculum well together.
- Understand the advantages in design of being open to new frames and alternative ways of knowing and learning.
- Understand the Third Space and develop capacities to reimagine disciplinary learning through design.
- Understand and consider the interdisciplinary and transdisciplinary nature of our world and human experience in design.
- Understand that problems are often not solved from within the context and associated ways of thinking in which they arose.
- Experience being a reflexive practitioner (encompassing co-design and co-reflection with colleagues of different perspectives) who publicly shares and receives feedback to improve and strengthen ideas and works in progress.
- Experience designing an interdisciplinary/transdisciplinary activity that leverages the lenses and perspectives of this course within the context of a curricular topic/theme/unit leveraging perspectives on third space, alternative ways of knowing, and/or reframing.

COURSE DESIGN AND DELIVERY: Depending on the section, see Table above, this course is either face-to-face with some D2L engagement or this course will be delivered entirely in a D2L environment.

REQUIRED AND ADDITIONAL RESOURCES: SEE WEEKLY COURSE SCHEDULE – NO MATERIALS NEED TO BE PURCHASED – ALL ARE LINKED IN THE WEEKLY COURSE SCHEDULE

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	Design Reflections	Individual	25%	Initial Reflection: First Day of Class Final Reflection: Friday, Oct. 27
Learning Task #2	*Facilitate Two Course Reading Discussions Using Discussion Protocols*	Individual	30%	Syntheses of Reading Discussions You Facilitate: Due before the next meeting of class.
Learning Task #3	*Explore a Design Challenge Within and Beyond the Curriculum*	Group	45%	Part 1: Friday, Oct. 13 Part 2: Friday, Oct. 27

DETAILED WEEKLY COURSE SCHEDULE AND READINGS

Themes and Guiding Questions and Objectives	Readings and Resources
Week 1: Designing With and For The Students In Front of You (9/4-9/8) Teachers are designers not just enactors. Design is an everyday act for teachers You should design for the students in front of you. Curricular design is a public space / enactment of a public/world making Design is a continuous process within affordance and constraints. Design opens up possibility in curriculum	**DUE LT1:** Initial Design Reflection submitted to D2L Dropbox on or before first day of class and shared with classmates as determined by Instructor. ***Reading Groups Discuss:*** Principles of human-centered design (Don Norman): https://www.youtube.com/watch?v=rmM0kRf8Dbk Henriksen, D., & Richardson, C. (2017). Teachers are designers: Addressing problems of practice in education. *Phi Delta Kappan, 99*(2),60-64. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0031721717734192 Clark, D. B., Scott, D., & DiPasquale, J. (2023). Perspectives on the Process of Design from Education and the Design Fields: Toward Transformative Design. In P. Trifonas and S. Jagger (Eds.) *International Handbook of Curriculum Theory, Research and Practice.* Springer. https://doi.org/10.1007/978-3-030-82976-6 *Pre-print available in ISLS repository:* https://repository.isls.org/bitstream/1/8859/1/ICLS2022_695-702.pdf https://repository.isls.org/handle/1/8859 ***Additional Resources:*** CBC Radio. (2019, November 8). *Disabled people want disability design – not disability dongles (listen to podcast from 25:00-33:52).* Retrieved from https://www.cbc.ca/radio/spark/disabled-people-want-disability-design-not-

	disability-dongles-1.5353131
	Video by library on research and start looking for sources of interest: *Stakeholder Research Explanation and Tutorial from the Werklund Librarians* https://yuja.ucalgary.ca/V/Video?v=34244&node=213521&a=88527201
	Design Council (2021). Beyond net zero: a systemic design approach. Design Council: London, UK. (pgs 43-51) https://www.designcouncil.org.uk/fileadmin/uploads/dc/Documents/Beyond%2520Net%2520Zero%2520-%2520A%2520Systemic%2520Design%2520Approach.pdf
Week 2: Designing With and For The Students In Front of You (9/11-9/15) Seeing the Program of Studies (formalized curriculum documents) and design as supportive of teachers and students living curriculum well together Seeing curriculum as constraints and resources for design. Navigating tensions between Other's curriculum vs Our curriculum	***Reading Groups Discuss:*** Aoki, T. (2005). Teaching as indwelling between two curriculum worlds. In W. Pinar & R. Irwin (Eds.), Curriculum in a new key: The collected works of Ted T. Aoki (pp. 159-165). Lawrence Erlbaum. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=234228&ppg=180 https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781410611390-10/teaching-indwelling-two-curriculum-worlds-1-1986-1991-william-pinar-rita-irwin Aoki, T. (2005). Inspiriting the curriculum. In W. Pinar & R. Irwin (Eds.), Curriculum in a new key: The collected works of Ted T. Aoki (pp. 357-365). Lawrence Erlbaum. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=234228&ppg=378 https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781410611390-28/inspiriting-curriculum-1-1987-william-pinar-rita-irwin ***Additional Resources:*** Markides, J. (2021). Examining the Ethical Implications and Emotional Entailments of Teaching Indigenous Education: An Indigenous Educator's Self-Study. In Self-Study and Diversity III (pp. 103-121). Brill. https://brill-com.ezproxy.lib.ucalgary.ca/view/book/9789004505216/BP000014.xml Aoki, T. (1999). Interview: Rethinking curriculum and pedagogy. Kappa Delta Pi Record, 35(4), 180-181. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/00228958.1999.10518454 Lifshitz, J. (2019, July 29). Helping students to see the beauty in a place like Baltimore. [Blog post] Retrieved from https://crawlingoutoftheclassroom.wordpress.com/2019/07/29/helping-students-to-see-the-beauty-in-a-place-like-baltimore/. The Education Act (2019). Alberta Education, https://www.alberta.ca/education-guide-education-act.aspx

	The Role of the Teacher.
Week 3: Reframing Challenges in Education to Support More Equitable and Productive Learning Environments (9/18-9/22) Fundamental Challenges Cannot Be Addressed in The Frame in which they arose. New Frames can create new ways of seeing and acting on challenge	***Reading Groups Discuss:*** Dorst, K. (2012). *How design can improve public spaces (video)*. https://youtu.be/dPsmww461pI Notes by MC Shanahan on Dorst: https://drive.google.com/file/d/1vhRIxT7hSg26aW14t6tIXRGthbsbGigw/view?usp=sharing Dorst, K. (2015). *Frame innovation: The frame creation model* (Chapter 4*: pp. 73-98). MIT Press https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3339962&ppg=90 Vander Els, J. G., & Benson, S. (2019, July 15). *How can students and teachers co-design learning?*. Next Generation Learning Challenge. https://www.nextgenlearning.org/articles/how-can-students-and-teachers-co-design-learning ***Additional Resources:*** Sawyer, R. K. (2017). Teaching creativity in art and design studio classes: A systematic literature review. *Educational Research Review*, *22*, 99-113 https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1747938X17300271 Martin, B. H., Snook, B., & Buck, R. (2018). Creating the Dance and Dancing Creatively: Exploring the Liminal Space of Choreography for Emergence. *Journal of the Canadian Association for Curriculum Studies*, *16*(1), 162–174. Retrieved from https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40369
Week 4: Reframing Challenges in Education: Third Space (9/25-9/29) How can design that centers the Third Space help teachers reimagine disciplinary learning?	***Reading Groups Discuss:*** Overcoming Deficit-Oriented Approaches to Teaching (Kris. Gutiérrez): *https://www.youtube.com/watch?v=BZl3q0wr-JQ* ZOPD as Wise Pedagogy (Kris. Gutiérrez): *https://www.youtube.com/watch?v=pZdU4QUHi1w&t=2s* Gutiérrez, K. D. (2008). Developing a sociocritical literacy in the third space. *Reading research quarterly, 43*(2), 148-164. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/RRQ.43.2.3 Eisner, E. W. (2002). *The arts and the creation of mind.* Yale University Press. (Chapter 2) https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3420063&ppg=40

Week 5: Reframing Challenges in Education: Indigenous Perspectives (10/2-10/6) How might we reframe in using Indigenous perspectives?	***Reading Groups Discuss:*** Donald, D. (2011). *On what terms can we speak?*: https://vimeo.com/21534649 (watch 19:17- 26:04) Donald, D. (2021). We Need a New Story: Walking and the Wâhkôhtowin Imagination*. Journal of the Canadian Association for Curriculum Studies, 18*(2). https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40492/36659 Donald, D. (2022). A curriculum for educating differently. Education Canada https://www.edcan.ca/articles/a-curriculum-for-educating-differently/ https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=159152110&site=ehost-live Cynthia Chambers (2006). "The land is the best teacher I have ever had": Places as pedagogy for precarious times. *Journal of Curriculum Theorizing 22*(3), 27-38. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=23934544&site=ehost-live Video by Stephanie Bartlett ***Additional Resources:*** Canadian Council on Learning. (2007). Redefining how success is measured in First Nations, Inuit and Metis learning. https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1185913/redefining-how-success-is-measured-in-first-nations-inuit-and-metis-learning/1739037/ Connecting to Spirit Framework developed at Niitsitapi Learning Centre: https://school.cbe.ab.ca/school/niitsitapi/teaching-learning/program-approach/connecting-to-spirit/pages/default.aspx Indigenous Education Team Holistic Lifelong Learning Framework: https://school.cbe.ab.ca/school/niitsitapi/teaching-learning/program-approach/holistic-framework/pages/default.aspx CoDesigning Schools Toolkit: https://www.codesigningschools.com/?__hstc=218427590.5f8b5d084da04938f464f167c80699f7.1653598824626.1653598824626.1653598824626.1&__hssc=218427590.1.1653598824626&__hsfp=239846683
Week 6: Reframing Challenges in Education: Transdisciplinarity,Interdisciplinarity, and Alternative Ways of Knowing (10/9-10/13) How might other forms of representation beyond language, lead to deeper understanding?	***Reading Groups Discuss:*** Shanahan, M.-C. (2022). What are disciplines and what is interdisciplinarity? https://uofc-my.sharepoint.com/:b:/g/personal/mcshanah_ucalgary_ca/ESwAM9K-5ddHtijwvBNZyZkBUKGo3CqV1OwCvml2sfe-iQ?e=cniwdE SERC (n.d.) Why teach with an interdisciplinary approach? https://serc.carleton.edu/sp/library/interdisciplinary/why.html *[Choice]* Each person chooses one of the three articles below on transdisciplinarity and the leader leads a more general discussion on perspectives on how designing

	for transdisciplinarity can reframe subject area learning in ways that can create new opportunities or connections for students (leaders don't need to read all three): ● Radakovic, O'Byrne, W. I., Negreiros, M., Hunter-Doniger, T., Pears, E., & Littlejohn, C. (2022). Toward Transdisciplinarity: Constructing Meaning Where Disciplines Intersect, Combine, and Shift. *Literacy Research*, 1-20. *[This Reading may be switched for a different one about interdisciplinarity and transdisciplinarity]* https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_sage_journals_10_1177_23813377221113515 ● Strong, L., Adams, J. D., Bellino, M. E., Pieroni, P., Stoops, J., & Das, A. (2016). Against neoliberal enclosure: Using a critical transdisciplinary approach in science teaching and learning. *Mind, Culture, and Activity, 23*(3), 225-236. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10749039.2016.1202982 ● Takeuchi, M. A., & Marin, A. (2022). "Globalization," coloniality, and decolonial love in STEM education. *Oxford Research Encyclopaedia of Education*, https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/acrefore/9780190264093.013.1655 ***Additional Resources:*** Education Scotland (2012, September). CfE brief 4: Interdisciplinary learning. https://dera.ioe.ac.uk/17803/7/IDLBriefing_tcm4-732285_redacted.pdf Jensenius, A. (2012) Disciplinarities: intra, cross, multi, inter, trans https://www.arj.no/2012/03/12/disciplinarities-2/
Week 7: All design is political (10/16-10/20) All design is political because all design prioritizes certain perspectives. stakeholders, frames, and ways of looking at the world. No design is neutral. With that understanding, teachers should engage as aware and critical practitioners.	**Reading Groups Discuss:** Winner, L. (1980). Do artifacts have politics? *Daedalus, 109*(01), 121-136. [When reading this article, remember that your curricular activities, units, and program of studies are artifacts designed by people that (consciously or unconsciously) highlight certain perspectives, skills, knowledge, abilities, and goals as well as provide differential access, support, and engagement to different groups of people. If the tomato picking machine and underpasses in the article have politics, what are the implications for your curricular activities, units, and program of studies? The point of this article for this class is not about whether the technologies you use in your lessons have politics. The point is that the curricular activities and classroom structures you create are themselves artifacts. Do the curricular activities and classroom structures we create have politics in terms of highlighting certain perspectives, skills, knowledge, abilities, and goals as well as provide differential access, support, and engagement to different groups of people?] https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20024652 Emdin, C. (2008). The three C's for urban science education. *Phi Delta Kappan, 89*(10), 772-775. [When reading this article, how does this approach change the politics from the perspective of Langdon?] https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/003172170808901018 Yang, S. J., Ogata, H., Matsui, T., & Chen, N. S. (2021). Human-centered artificial intelligence in education: Seeing the invisible through the visible. *Computers and*

	Education: Artificial Intelligence, 2. [When reading this article, what are the potential political implications and dangers as well as affordances front he perspective of Langdon?] https://doi.org/10.1016/j.caeai.2021.100008 https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S2666920X21000023?via%3Dihub ***Additional Resources:*** Design Justice: A talk with Sasha Costanza-Chock, Catherine D'Ignazio, and Jaleesa Trapp (2020) [19:49-25:45 about affordances and burdens of design unequally distributed][49:50 Jaleesa Trap talks about the importance of engaging with participants] https://youtu.be/Yrb6q-NDd50 Papert, S. (1987). Information technology and education: Computer criticism vs. technocentric thinking. *Educational researcher*, *16*(1), 22-30. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.3102/0013189X016001022 Buolamwini, J. (2016). How I am fighting bias in Algorithms. https://www.ted.com/talks/joy_buolamwini_how_i_m_fighting_bias_in_algorithms Buolamwini, J., Ordóñez, V., Morgenstern, J., Learned-Miller, E. (2020). Facial Recognition Teachnologies: A Primer. Algorithmic Justice League. https://assets.website-files.com/5e027ca188c99e3515b404b7/5ed1002058516c11edc66a14_FRTsPrimerMay2020.pdf
10/23-10/27	In Class (Possibly with Other Classes): Project Sharing Poster Session ***Additional Resources:*** https://www.edutopia.org/blog/teachers-are-learning-designers-andrew-miller

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

Learning Task 1: *Design Reflections (25% Individual)*

Due: Initial Design Reflection (The initial design reflection does not get marked directly – just pass/fail and on-time/late -- and instead it is part of the overall scoring rubric for LT1 once the Final Design Reflection is submitted) – Submitted to D2L Dropbox on or before first day of class and shared with classmates as determined by the Instructor.

Due: Final Design Reflection– Submitted to D2L Dropbox on or before October 27

In this learning task you will have opportunities to demonstrate scholarly and professional thinking about the principles, commitments, and practices of designing for learning. You will also have opportunities to reflect upon the scholarship and practicalities of design decisions that reflect students' voices, designers' intentions, and the learning possibilities those decisions make more and less possible. Your instructor will provide further information and a rubric on D2L.

Initial Design Reflection

Who are you as a designer? Before the first day of the course, you will begin with a reflective description of your current thinking about the role of teacher as a designer of student learning. This written piece should be 400-600 words in length. The initial design reflection does not get marks directly and instead it is part of the overall score rubric for LT1 once the Final Design Reflection is submitted. It will be used as a point of reference for early course conversations, a way to get to know one another, and as a resource for the course's final reflection which will be submitted for assessment at the end of the semester. Your instructor will determine how to share it with your classmates (e.g., posting on D2L, bringing a printed copy to class, etc).

Guiding questions for the Initial Course Reflection

- Drawing on your experiences and current understanding of the role of the teacher, student, and curriculum, how do you see the idea of *designing* learning being similar to or distinct from ideas of covering curriculum, delivering curriculum, implementing instruction, or ensuring learning?
- Why or how might a design perspective be important? Why or how might it need to be undertaken carefully?
- What pedagogical values and commitments do you hold that might be challenged or enabled by taking a design approach to planning and instruction?

Final Design Reflection

In this final reflection (650-750 words), you have the opportunity to consider how your understanding of design in education has evolved and changed over the period of this course. Your response to these questions should include multiple connections to the required course resources and your collaborative design experience. Your reflection should address the following questions:

Guiding questions for the Final Course Reflection:

- How have the ideas, commitments, and values you described in your initial course reflection been strengthened, extended, challenged, or altered through your study and design work? Here is what that could look like:
- Clearly state 1-3 ideas that you have learned or understood in new ways through the course or 1-3 position statements that you would put forward based on your experiences and what you've learned.
- Explain how you came to develop this understanding or take this position using experiences and ideas from the course (could include readings, zoom discussion, experiences during student-led discussions, assignments etc.)
- How might your future practice as a teacher be influenced by thinking about teaching as design work and teachers as designers?

- 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 could engage in?

Learning Task 2: *Facilitate Two Course Reading Discussions Using Discussion Protocols*

Due: See sign-up sheet ahead of Week 1

Due: Synthesis of the first reading discussion you facilitate (Individual 15%) posted in D2L dropbox before next meeting of class and shared with your group by email

Due: Synthesis of the second reading discussion you facilitate (Individual 15%) posted in D2L dropbox before next meeting of class and shared with your group by email

In this assignment, you are asked to work within a professional learning community created by your instructor to employ a discussion protocol to facilitate discussions of the readings for two sets of readings. Please note that some sets may involve two or mores readings. Leaders are responsible for all readings in a set for which they sign up (The only exception is week 3, where there are two different sets for the same week). The goal is to deepen understanding of the required course readings and the ideas for each week. 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 LT3. Within your discussion your group should:

a) Talk about connections of key insights from the reading to the design project
b) Talk about connections of key insights from the reading to current issues in education and the new curriculum
c) Talk about connections of key insights from the reading in terms of practical realities of the classroom

Specifically, you are asked to lead a small group of your colleagues through a discussion protocol. Over the course of facilitating this discussion, you are invited to introduce 3-4 key insights and accompanying quotes from the reading(s). You are also invited to introduce thought-provoking discussion questions designed to foster connections to design work in LT3. You can adopt an existing discussion protocol or create your own discussion protocol.

- Harvard Graduate School of Education. (n.d.). Teaching & learning lab: Discussion protocols: *Scroll down to "Resources" and open "our handout" link:* https://tll.gse.harvard.edu/files/learning-loop-8.pdf
- Cult of Pedagogy. (2015, October 15). The big list of class discussion strategies: https://www.cultofpedagogy.com/speaking-listening-techniques/
- School Reform Initiative. (n.d.). Protocols: https://www.schoolreforminitiative.org/protocols/
- A guide in Prism with alternatives for asynchronous discussion forums that could provide good models: https://prism.ucalgary.ca/handle/1880/113403

Each discussion leader is then asked to provide a synthesis of the conversation to be posted in D2L dropbox and shared with your group by email. Even if there are multiple leaders for a day, each leader needs to individually complete and submit a synthesis. As noted above, if a reading set includes multiple readings, the leader or leaders need support discussions of all of the readings for that set, even if there is only one leader for the set. Please also upload any materials you created for the discussion and any artifacts the group produced (pictures or screenshots are fine). 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 designs for learning. Your instructor will provide further information and a rubric on D2L.

Learning Task 3: *Explore a Design Challenge Within and Beyond the Curriculum*

Due: Part 1 – Explore and Reframe phases (Group 25%) – Submitted to D2L dropbox (only one person needs to submit for the whole group but the last names of all members of the group need to be in alphabetical order in the title of the submitted file) – October 13

Due: Part 2 – Create and Catalyze phases (Group 20%) – Submitted to D2L dropbox (only one person needs to submit for the whole group but the last names of all members of the group need to be in the title of the submitted file) – October 27

In this assignment you will explore a problem of practice within and beyond the curriculum as a group of 2-3. The problem of practice should focus on better serving a group of students who have not been traditionally well served. You can define the group in very general terms such as "students who don't like math" or "students who are native speakers of a language different from the language of instruction" or "Indigenous students" or "students who identify as female in a science classroom" or "students who have challenges reading" or "students whose families are immigrants to Canada" or "students who are not part of the historically hegemonic Canadian culture" or more specific terms/codes such as "students diagnosed as ADHD" or "students diagnosed with autism" or other specific codes. You will design an interdisciplinary / transdisciplinary activity spanning 1-3 days through the lenses and perspectives of this course within the context of a curricular topic/theme/unit in a way that contributes to better supporting that group of students while also supporting all students and also teaching specific curricular content in the program of studies. Your approach should incorporate perspectives on third space, alternative ways of knowing, and/or other ways of reframing curricular activities and their goals. The objective of LT3 is to explore possibilities for reframing curricular activities in a way that better serves students, particularly those who have not been well served, while also addressing the program of studies because teachers sometimes (incorrectly) feel that they have to choose between better serving students and addressing the program of studies. The purpose of LT3 is therefore to explore the possibility of doing both.

It is important that your project focuses on changes and design that you will be able to enact in your own classroom in the future as a teacher. You should not focus on changes at the school, district, or provincial level for this project because those are changes that you will be able to control once you have your own classroom. The purpose of this project is to explore actionable design of changes that you will be able to enact to better support your students while also addressing the program of studies.

We suggest that you form your group to have a diversity of perspectives, expertise, interests, and subject foci but with some aspect of commonality (e.g., similar grade teaching). You will digitally document, through a mix of both text and images, your process working through a design challenge exploring how curriculum (i.e., within) can be built on students' lived experiences and cultural resources (i.e., beyond) to create third spaces and/or other powerful reframings from this course. The purpose of this Learning Task focuses specifically on leveraging the lenses and ideas from this course to explore ways that you can expand the framings of the Program of Studies to better engage and support your students. This project therefore differs from what you are doing in your specialization course in terms of the emphasis on reframing through the lenses explored in the course, including the third space, alternative ways of knowing, and trans-/inter-disciplinarity. Your instructor will provide further information and a rubric on D2L.

- Your design work will focus on creating a class activity or activities within a large context of a curricular topic/theme/unit.

- Your design work should clearly show the reframing of the challenge/issue/problem that you encounter in the context of enacting curriculum.
- You will design the activity or activities in detail, but you can describe the larger curricular context in much less detail.
- The activities should reframe traditional approaches or conceptions of the discipline and classrooms in alignment with the ideas of the third space, alternative ways of knowing, and trans-/inter-disciplinarity, or other reframings of traditional approaches to roles, goals, and structures.
- The activities should affirm and build on students' lived experiences to address learning goals in the program of studies.
- The activity or activities should result in something (artifact, performance, behavior, or experience) that demonstrates student learning and could be assessed in terms of student learning from the perspective of the program of studies.
- You will share your project with other members of the class and potentially other classes at the end of the course.
- Your instructor will provide more specific instructions, templates, and rubrics.

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. 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.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.