

**EDUC 530: First Nations, Métis & Inuit (FNMI) History, Education and Leadership**  
**Fall 2016**

Term: Sept. 12th - Nov. 4th 2016

Office Hours: By appointment

S01	Dustin Louie dwlouie@ucalgary.ca	MWF 9:30-10:55	AB 628
S02	Aubrey Hanson ajhanson@ucalgary.ca	MWF 9:30-10:55	EDC 255
S03	Yvonne Poitras Pratt yppratt@ucalgary.ca	MWF 9:30-10:55	EDC 287
S04	Karlee Fellner kfellner@ucalgary.ca	MWF 8:00-9:25	AB 628
S05	Teresa Fowler tflowler@ucalgary.ca	MWF 8:00-9:25	SS 010
S06	Gabrielle Lindstrom gabrielle.lindstrom@ucalgary.ca	MWF 8:00-9:25	EDC 370A
S07	Yvonne Poitras Pratt yppratt@ucalgary.ca	MWF 12:30-1:55	EDC 278
S08	Dustin Louie dwlouie@ucalgary.ca	MWF 12:30-1:55	EDC 255
S09	Gregory Lowan-Trudeau gelowan@ucalgary.ca	MWF 12:30-1:55	EDC 287
S10	Gregory Lowan-Trudeau gelowan@ucalgary.ca	MWF 3:30-4:55	EDC 278
S11	Gabrielle Lindstrom gabrielle.lindstrom@ucalgary.ca	MWF 3:30-4:55	EDC 255
S12	TBD	MWF 3:30-4:55	EDC 287
S13	Aubrey Hanson ajhanson@ucalgary.ca	TAB Cohort, Online	

Coordinator: Dr. Jacqueline Ottmann

Email: jottmann@ucalgary.ca

### **Course Description & Themes**

This course explores historical and contemporary legislation, educational policy, pedagogy and practices related to Indigenous peoples, with a focus on First Nations, Métis and Inuit (FNMI) peoples in Canada. Students will learn about the past in order to better understand the current educational landscape as well as the social relations that have contributed to educational inequality for FNMI communities and students.

The intent of this course is to prepare students to develop relationships/partnerships, lessons, programs, pedagogies, practices, and policies that support Indigenous perspectives as future educators. The course encompasses current and emerging policies, initiatives and resources - many based on Indigenous ways of knowing and being - case studies of success, and innovative research-based practices that challenge the status quo. Throughout the course, current research and literature from various Indigenous educational perspectives and fields will aid students in examining their own perspectives. This course meets the requirements around Indigenous education as mandated by Alberta Education (including the Teacher Quality Standards), the Association of Canadian Deans of Education's Accord on Indigenous Education (2010), as well as the Truth and Reconciliation Commission's Calls to Action.

Course themes include:

- The histories and diversity of First Nations, Métis and Inuit (FNMI) peoples of Canada;
- Indigenous epistemologies (what is believed about knowledge and why) and ontologies (beliefs about humankind and the nature of being) and how they influence educational practices;
- Decolonizing frameworks for understanding Indigenous survivance and resilience, as well as the impacts of colonial violence, including the Indian Residential School System;
- The current educational landscape for Indigenous students in reserve, rural, remote, and urban settings;
- Historical, emerging and creative decolonizing educational practices, models, initiatives and programming that positively impact FNMI student learning and wellness, and;
- The teacher and school leadership required to act on knowledge, initiate and implement the change that is necessary to promote and support FNMI student learning and wellness, and consequently all learners.

### **Course Objectives**

1. Students will be able to discuss/represent local, regional, national and international experiences and advances in education as related to Indigenous peoples.
2. Students, given the historical and contemporary contexts of education of Indigenous peoples, will be able to discuss/represent the personal and professional implications of these experiences for education and leadership.
3. Students will engage in decolonizing personal and professional perspectives, approaches, practices, and theories.
4. Students will demonstrate their personal insights and understanding of course content through their creative and written assignments, applying a depth of analysis in keeping with the gravity of the educational concepts issues explored in the course.

5. Students will engage with potentially sensitive and/or provocative issues through readings, class discussions, and activities.

**Class schedule with required readings / resources / dedicated class activity days**

The majority of readings are available online either through the library or posted on D2L. Those readings that are not available online will be distributed in class.

*Please note: This schedule may change to meet the emerging needs and dynamics of the participants in the course. Course delivery will vary between instructors. Learning will be facilitated in unique, relationally situated ways. Specific texts may vary in the online version of this course.*

Week#	Theme	Topic(s)	Readings & Resources
Week #1 Sept. 12-16	Course Introduction	Intro/ Review course outline  Overview/ theoretical approaches	<p>Association of Canadian Deans of Education (2010): Accord on Indigenous Education: <a href="http://www.csse-scee.ca/docs/acde/acde_accord_indigenousresearch_en.pdf">http://www.csse-scee.ca/docs/acde/acde_accord_indigenousresearch_en.pdf</a></p> <p>DiAngelo, R. &amp; Sensoy, O. (2014). Leaning in: A student's guide to engaging constructively with social justice content: <a href="http://www.radicalpedagogy.org/radicalpedagogy.org/Leaning_In_A_Students_Guide_To_Engaging_Constructively_With_Social_Justice_Content.html">http://www.radicalpedagogy.org/radicalpedagogy.org/Leaning_In_A_Students_Guide_To_Engaging_Constructively_With_Social_Justice_Content.html</a></p> <p>Schissel, B. &amp; Wotherspoon, T. (2003). Chapter 1: Educational Dreams &amp; Disappointments. In <i>The Legacy of School for Aboriginal People</i>. Don Mills, ON: Oxford. [eBook full text online] <a href="http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10334792">http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10334792</a></p>

<p>Week #2 Sept. 19-23</p>	<p>Indigenous epistemology and ontology</p>	<p>Pedagogy and practice: FNMI learning</p> <p><b>*Photovoice explorations*</b></p>	<p>Ermine, Willie. (1995). "Aboriginal epistemology" in J. Barman, J. &amp; M. Battiste, (Eds.), First Nations Education in Canada: The circle unfolds. Vancouver: UBC Press. [eBook: Full text online]  <a href="http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=122&amp;docID=10141352&amp;tm=1438206288465">http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=122&amp;docID=10141352&amp;tm=1438206288465</a></p> <p>Little Bear, L. (2000a). Jagged worldviews colliding. In Battiste, M. (Ed.), Reclaiming Indigenous voice and vision, (pp. 77-85). Vancouver, BC: UBC Press.  <a href="http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=108&amp;docID=10135993&amp;tm=1471278130763">http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=108&amp;docID=10135993&amp;tm=1471278130763</a></p> <p>Canadian Council on Learning First Nations, Metis and Inuit Models: Redefining how success is measured in First Nations, Inuit and Metis Learning  <a href="http://www.ccl-cca.ca/pdfs/RedefiningSuccess/Redefining_How_Success_Is_Measured_EN.pdf">http://www.ccl-cca.ca/pdfs/RedefiningSuccess/Redefining_How_Success_Is_Measured_EN.pdf</a></p> <p>Dr. Gregory Cajete [YouTube video]:  <a href="http://www.youtube.com/watch?v=wg5h7Fd0Bio">http://www.youtube.com/watch?v=wg5h7Fd0Bio</a></p>
<p>Week #3 Sept. 26-30</p>	<p>Histories and diversities of FNMI peoples</p> <p>Impacts of Indian residential school</p>	<p>Revisiting history</p> <p>History and experience of colonial education</p>	<p>Dickason, O. with McNab, D. (2009), Introduction. In Canada's First Nations: A History of Founding Peoples from Earliest Times. Oxford, UK: Oxford University Press.  <b>PDF</b> posted (fair dealing)</p> <p>Schissel, B. &amp; Wotherspoon, T. (2003). Chapter 3: Legacy of Residential Schools. In The Legacy of School for Aboriginal People. Don Mills, ON: Oxford. [eBook full text online]  <a href="http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=44&amp;docID=10334792&amp;tm=1438207079615">http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=44&amp;docID=10334792&amp;tm=1438207079615</a></p> <p>Video on residential school experience (selection at instructor's discretion: in-class)</p>
<p>Week #4 Oct. 3-7</p>	<p>Indian Residential Schools</p>	<p>The Healing Begins</p>	<p>Truth and Reconciliation Commission (TRC) Website:  <a href="http://www.trc.ca">www.trc.ca</a>  TRC Calls to Action:</p>

		Anti-racism/ Critical race analysis	<p><a href="http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf">http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf</a></p> <p>Prime Minister Harper, AFN Chief P. Fontaine, Inuit Leader Mary Simon (2008).[YouTube video] Canada's National Apology: <a href="http://www.aadnc-aandc.gc.ca/eng/1100100015677/1100100015680">http://www.aadnc-aandc.gc.ca/eng/1100100015677/1100100015680</a></p> <p>Postras Pratt, Y. &amp; Daniels, L. (2016). Metis Remembrances of Education: Bridging History with Memory. <a href="http://dspace.ucalgary.ca/bitstream/1880/50603/1/2014_IDEAS_Presentation_PostrasPratt_Daniels.pdf">http://dspace.ucalgary.ca/bitstream/1880/50603/1/2014_IDEAS_Presentation_PostrasPratt_Daniels.pdf</a></p> <p>St. Denis, V. (2007). Aboriginal education and anti-racist education: Building alliances across cultural and racial identity. <i>Canadian Journal of Education</i>, 30(4), 1068-1092: <a href="http://www.csse-scee.ca/CJE/Articles/FullText/CJE30-4/CJE30-4-StDenis.pdf">http://www.csse-scee.ca/CJE/Articles/FullText/CJE30-4/CJE30-4-StDenis.pdf</a> or <a href="http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=31539262&amp;site=ehost-live">http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=31539262&amp;site=ehost-live</a></p>
Week #5 Oct. 12-14 <b><u>Holiday Monday</u></b>	Contemporary educational approaches  Survivance and Decolonizing Approaches	Explorations in Decolonization  The Healing Continues: Trauma and Wellness	<p>Battiste, M. (2013) <i>Decolonizing Education: Nourishing the Learning Spirit</i></p> <ul style="list-style-type: none"> <li>· Chapter 9: Recommendations for Constitutional Reconciliation of Education</li> <li>· Chapter 10: Possibilities of Educational Transformations</li> </ul> <p>Goulet, L. M., &amp; Goulet, K. (2014). Weechihtowin, helping and supporting relationships: The foundation. In, <i>Teaching each other: Nehinuw concepts &amp; Indigenous pedagogies</i> (pp. 98-112). Vancouver, BC: UBC Press. <a href="http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=107&amp;docID=10927557&amp;tm=1470862880508">http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=107&amp;docID=10927557&amp;tm=1470862880508</a></p> <p>Islands of Decolonial Love (Simpson, L., 2013) Link to songs: <a href="http://arpbooks.org/islands/">http://arpbooks.org/islands/</a></p> <p>Linklater, R. (2014). Colonialism, Indigenous trauma and healing. In <i>Decolonizing trauma work: Indigenous</i></p>



	Federal and Provincial Initiatives		<p>Bell, D. (2004). Sharing our success: Ten case studies* in Aboriginal schooling. Kelowna, BC: Society for the Advancement of Education. [Full text available online]:  <a href="https://www.researchgate.net/publication/48878867_Sharing_Our_Success_Ten_Case_Studies_in_Aboriginal_Schooling">https://www.researchgate.net/publication/48878867_Sharing_Our_Success_Ten_Case_Studies_in_Aboriginal_Schooling</a>  <b>Another option:</b>  <a href="http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10465218">http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10465218</a></p> <p>*Your instructor will direct how these resources will be utilized.</p>
<p>Week #8  Oct. 31-  Nov. 4</p>	<p>Federal and Provincial Initiatives</p> <p>Establishing Partnerships</p> <p>Wrap up</p>	<p>Teacher resources</p>	<p>Alberta Education (2005). Our Words, Our Ways: Teaching First Nations, Metis, Inuit Learners  <a href="https://education.alberta.ca/media/307199/words.pdf">https://education.alberta.ca/media/307199/words.pdf</a>  <b>Alternative link:</b>  <a href="https://archive.education.alberta.ca/media/307199/words.pdf">https://archive.education.alberta.ca/media/307199/words.pdf</a></p> <p>Integrating Aboriginal Teaching and Values into the Classroom (Toulouse, P., 2008)  <a href="http://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/FNMI_-_Research_Monograph_11_-_Aboriginal_Perspectives_Toulouse.pdf">http://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/FNMI - Research Monograph 11 - Aboriginal Perspectives Toulouse.pdf</a></p> <p>Western and Northern Canadian Protocol (2013). Our way is a valid way: Professional educator resource  <a href="http://www.yesnet.yk.ca/firstnations/pdf/13-14/our_way_resource.pdf">http://www.yesnet.yk.ca/firstnations/pdf/13-14/our_way_resource.pdf</a></p> <p>Alberta Education Collaborative Frameworks: Building Relationships, Successful Practices in First Nations, Metis and Inuit Education using a Collaborative Model:  <a href="https://education.alberta.ca/partnerships-and-collaborations/collaborative-plans/everyone/collaborative-frameworks-document/">https://education.alberta.ca/partnerships-and-collaborations/collaborative-plans/everyone/collaborative-frameworks-document/</a>  <b>Alternative link:</b>  <a href="https://archive.education.alberta.ca/media/6862538/collaborative%20frameworks%20building%20relationships%20ver.%201.pdf">https://archive.education.alberta.ca/media/6862538/collaborative%20frameworks%20building%20relationships%20ver.%201.pdf</a>  Allies and Partnerships - an exploration (guided by the instructor)</p>

			Photovoice and/or other assignment and/or resource sharing & celebration
--	--	--	--

#### Additional readings / resources:

- Adichie, C. (2009). “The Danger of a Single Story” [Ted Talk]:  
[http://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)
- Alberta Education (2011). Walking together. First Nations, Metis and Inuit perspectives in curriculum. Edmonton, AB: Government of Alberta: <http://www.learnalberta.ca/content/aswt/>
- Assembly of First Nations (2002). Top misconceptions about Aboriginal people. Ottawa, ON: AFN Communications: <http://tricitiesecd.ca/files/4013/3599/2965/FACTSandMisconceptions.pdf>
- Canada: A People’s History (CBC) - Volume I: When the World Began...15,000 BC to 1800 AD
- [Culatta, R. \(2011\). \(A Critique of\) Learning Styles: http://www.innovativelearning.com/teaching/learning\\_styles.html](http://www.innovativelearning.com/teaching/learning_styles.html)
- Dickason, O. (2002), Canada’s First Nations, Part 1 - Timelines (pp. 2, 18, 44, 66)
- Howe, E. (2013). *Bridging the Aboriginal education gap in Alberta*:  
[http://www.rupertisland.org/Bridging\\_the\\_Aboriginal\\_Education\\_Gap\\_in\\_Alberta.pdf](http://www.rupertisland.org/Bridging_the_Aboriginal_Education_Gap_in_Alberta.pdf)
- Johnston, B. (2007). Who am I? *Journal on Developmental Disabilities*, 13(1), vii-ix:  
[http://www.oadd.org/publications/journal/issues/vol13no1/download/johnston\\_Mandamin\\_Greenwood.pdf](http://www.oadd.org/publications/journal/issues/vol13no1/download/johnston_Mandamin_Greenwood.pdf)
- McIntosh, P. (1989). White privilege: Unpacking the invisible backpack:  
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9604164115&site=ehost-live>
- Movie Option for Shannen’s Dream: [Hi-Ho Mistahey! \(English Version\) by Alanis Obomsawin - NFB](https://www.nfb.ca/film/hi-ho_mistahey_en/) [https://www.nfb.ca/film/hi-ho\\_mistahey\\_en/](https://www.nfb.ca/film/hi-ho_mistahey_en/)

#### Course Assignments and Due Dates

Learning Tasks	Weight	Grading Tool	Due Date
Photovoice Assignment	30%	Rubric	October 14
Resource Evaluation	30%	Rubric	Ongoing
Final Assignment	40%	Rubric	November 6

Any late assignments must be accompanied by written documentation (either a medical note, Wellness Centre notice, or bereavement notice) and immediate notice to your instructor.

Unless otherwise indicated, all assignments should be in 12 point Times New Roman font with one inch margins, double-spaced. The paper should be formatted using the Publication Manual of the American Psychological Association – 6<sup>th</sup> Edition (APA). Student name, ID number, course name and section number to be clearly visible on the first page.

## COURSE ASSIGNMENTS

### 1. Photovoice Assignment (30%)

Photovoice is a method (practice) that uses photography to foster socio-critical reflection and critique (please see <http://www.photovoice.org> for more information). As will be discussed further in class, this approach holds great potential to stimulate deep and meaningful exploration of course themes. However, students must also enter into this assignment with caution and care, reflexively conscious of the sociocultural and ethical nuances underpinning such an investigation.

In this assignment, students will work individually to create:

- An image or short series of images that represent(s) concepts relevant to course themes
- Images must be original (not taken from the internet or elsewhere)
- Images may not include living people with or without permission
  
- An individual 500-1000 word critical reflection in relation to personal experiences, course themes, in-class discussions, including relevant literature.
- Reflections should include references and examples as to how it might inform their teaching practice.

Assignments may be submitted electronically or in hard copy, in consultation with the instructor. (Students taking this course online should speak to their instructor about accommodations for this assignment.)

NB: Students will be invited to publicly share their photovoice assignments later in the term.

Assignment due date: October 14th, 2016

### Criteria for evaluation: Photovoice assignment

	90% to 100% (A to A+) Indicates work that:	80% to 89% (B+ to A-) Indicates work that:	70% to 79% (B- to B) Indicates work that:	60% to 69% (C to C+) Indicates work that:	50% to 59% (D to C-) Indicates work that:
Understanding	Demonstrates insightful and complex understanding of content, literature, research, subject matter, and texts	Demonstrates strong understanding of content, literature, research, subject matter, and texts	Demonstrates acceptable understanding of content, literature, research, subject matter, and texts	Demonstrates limited understanding of content, literature, research, subject matter, and texts	Demonstrates weak understanding of content, literature, research, subject matter, and texts

Critical Thinking	Demonstrates superb application of critical scrutiny of subject matter, texts, and discussions	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions	Demonstrates acceptable critical scrutiny of subject matter, texts, and discussions	Demonstrates limited critical scrutiny of subject matter, texts, and discussions	Demonstrates weak critical scrutiny of subject matter, texts, and discussions
Writing	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language and adherence to APA standards	Demonstrates strong ability to integrate and articulate ideas; strong clarity of written language and adherence to APA standards	Demonstrates acceptable ability to integrate and express ideas; satisfactory written language and adherence to APA standards	Demonstrates limited ability to integrate and express ideas; marginal written language and adherence to APA standards	Demonstrates weak ability to integrate and express ideas; marginal written language and adherence to APA standards
Visual Communication	Demonstrates exceptional ability to visually communicate ideas and understanding of course themes	Demonstrates strong ability to visually communicate ideas and understanding of course themes	Demonstrates acceptable ability to visually communicate ideas and understanding of course themes	Demonstrates limited ability to visually communicate ideas and understanding of course themes	Demonstrates weak ability to visually communicate ideas and understanding of course themes
Overall Quality/ Synthesis	Is outstanding- of an exceptional standard met by few students at this level. Visual and written components are superbly synthesized	Is strong – of a high standard met by many students at this level. Visual and written components are strongly synthesized with reference to course	Is satisfactory- of an acceptable standard met by many students at this level. Visual and written components are acceptably synthesized	Is marginally acceptable- of a limited standard attained by few students at this level. Visual and written components are marginally	Is barely acceptable- of a limited standard attained by few students at this level. Visual and written components are

	with reference to course themes, literature, discussions, and personal experiences	themes, literature, discussions, and personal experiences	with reference to course themes, literature, discussions, and personal experiences	synthesized with reference to course themes, literature, discussions, and personal experiences	inconsistently and weakly synthesized with reference to course themes, literature, discussions, and personal experiences
--	--	---	--	--	--

### First Nations, Metis and Inuit Resource Evaluation - 30%

The resource evaluation assignment is designed to equip students with the tools necessary to critically evaluate the classroom suitability of a resource with Indigenous content. In order to achieve an informed critical analysis, students will apply the document “Evaluating Resources about Aboriginal Peoples” Appendix 6 from *Our Words, Our Ways: Teaching First Nations, Metis, Inuit Learners*, (Alberta Education, 2005) to a selected resource.

<https://education.alberta.ca/media/307166/o10.pdf> pp. 164-166.

Each group will select a book (or film for the online students) with Indigenous content to evaluate.

In this assignment, students will work in small groups (to a maximum of 3) to create:

- a one-page executive summary that includes a critical analysis of the resource;
- a one-page written discussion of practical classroom applications;
- and a brief class presentation, sharing with their classmates the strengths and weaknesses of the resource in the classroom context

Assignments may be submitted electronically or in hard copy, in consultation with the instructor.

The due dates for the written executive summary with discussion and presentations will not be the same for every group. Each course instructor will decide how presentation and submission dates will be selected

Assignment due date: Various due dates

### Criteria for evaluation: Resource Evaluation

	90% to 100% (A to A+) Indicates work that:	80% to 89% (B+ to A-) Indicates work that:	70% to 79% (B- to B) Indicates work that:	60% to 69% (C to C+) Indicates work that:	50% to 59% (D to C-) Indicates work that:
Quality of analysis using the prescribed framework	Presents an exceptional, meaningful and insightful analysis of the resource using the framework	Presents a strong analysis of the resource using the framework	Presents a decent analysis of the resource using the framework.	Presents a roughly sketched overview of the resource, but does not provide adequate analysis using the framework	Presents a vague overview of the text with no application of the framework

Present- ation of findings	Presents exceptional explanation of findings that are organized, supported, and with quality and relevant examples.	Presents a strong explanation of findings that are organized, supported, and with quality and relevant examples.	Generally well developed findings that are paired with research support and some examples.	Presents findings that are lacking in some clarity, development, and or examples.	Presents findings that lack clarity, development and / or examples.
Writing quality	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language and adherence to APA standards.	Demonstrates a strong ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language and adherence to APA standards.	Demonstrate s strong ability to integrate and articulate ideas; strong clarity of written language and adherence to APA standards.	Demonstrates acceptable ability to integrate and express ideas; satisfactory written language and adherence to APA standards.	Demonstrates limited ability to integrate and express ideas; marginal written language and adherence to APA standards.
Clarity and informative nature of the classroom presentation	Classroom presentation is engaging, informative and creatively designed.	Classroom presentation gives the analysis of the resource in an acceptable manner.	Classroom presentation is sparse and does not provide a thorough analysis of the resource.	Classroom presentation is vague and unclear.	Classroom presentation is incomplete.

**Final Assignment (40%) Due November 6<sup>th</sup>, 2016**

The aim of this assignment is to encourage articulation of personal reactions and reflections pertaining to the course material, particularly as they apply to personal and professional philosophies and practices. Personal reflections must be integrated with thoughtful examination of the course theme(s). **Reflections must go beyond a reiteration of the readings and research.** Students are encouraged to critically reflect on what they've learned, explore other research, literature, stories, and connect this learning to possible application in a classroom.

This assignment encourages creativity and flexibility in the presentation format. For the formal written components of the assignment, students are expected to follow APA format. Otherwise, students are welcome to write this paper in a way that is congruent with their voice: for example, in narrative journal style, as a scripted dialogue, in conventional academic format, etc. Students may also incorporate poetry, drawings/paintings, songs, video stories, etc. into the assignment. Please note that regardless of the format(s) you choose to incorporate in your writing, all students will be graded based on the academic criteria outlined below.

The reflective paper should not exceed 8 pages double-spaced, not including title page, references, and any visual material. If you are taking a creative approach to formatting, check this requirement with your instructor. The aim of the written aspect of this assignment is to present your reflections on and understanding of the course themes and objectives. It is expected that this assignment will build upon the understandings presented in the first two assignments, and will illustrate what students have learned throughout the course. Students are encouraged to refer to class discussions and other assignments, and to incorporate both personal thoughts and experiences, in addition to professional and scholarly understandings. Students are also encouraged to discuss how the course has influenced their understanding of their own teaching and learning philosophy and practice.

Students are expected to include at least two references from the course readings, and at least five additional scholarly references (i.e., peer-reviewed journal articles). If students include quotations, perspectives, or information from other sources (e.g. creative or otherwise), cite these as well.

Students will represent their learning in multiple ways that demonstrate personal and/or professional relevance, and are expected to meaningfully engage with course topics, demonstrate critical reflexivity, draw upon resources/texts, be rigorous, and communicate ideas effectively, regardless of their chosen format. This learning task enables the instructor to carry out a summative assessment of your learning in the course and is worth a substantial portion of your mark, and should therefore involve an appropriate investment of personal and academic consideration.

**Criteria for evaluation:**

	90% to 100% (A to A+) Indicates work that:	80% to 89% (B+ to A-) Indicates work that:	70% to 79% (B- to B) Indicates work that:	60% to 69% (C to C+) Indicates work that:	50% to 59% (D to C-) Indicates work that:
--	--	--	---	---	---

Quality of Examinations and Connections	Conducts an insightful, focused, and nuanced examination of course themes. Synthesizes analyses through purposeful connections. Extends examinations meaningfully in relation to classroom applications.	Conducts a strong and focused examination of course themes. Purposefully explores relevant connections. Makes meaningful connections to classroom applications.	Conducts an appropriate examination of course themes. Makes relevant connections. Considers classroom applications.	Examination of course themes is somewhat appropriate. Makes some connections and/or considers classroom applications to some extent.	Examination lacks clarity and/or focus or is in need of considerable refinement. Connections are inadequate, inappropriate, or insufficiently related to the examination.
Approach to Learning Task: Use of Style and Format	Skillfully composes an insightful examination in which critical and/or creative elements are deliberately employed in order to approach the topic and themes in greater depth.	Conducts a strong examination by suiting critical and/or creative approaches to the topic and themes being examined.	Takes appropriate approach to learning task. Makes use of critical and/or creative elements to examine topic and themes.	Approach to learning task is somewhat effective: weaknesses or issues exist in the fit between the composition of the learning task and the topic and themes being examined.	Approach to learning task is underdeveloped or is inappropriate to the topic and themes being examined; or the approach to composition interferes with the examination.
Critical Reflexivity	Thoughtfully and reflexively integrates personal reflections on course learning and themes into examinations of course material. Reflections demonstrate strong critical	Articulates personal reactions and reflections on what has been learned. Reflections are integrated effectively with examinations of course material. Reflections	Articulates personal and/or critical reflexivity. Reflections are suitable to and fit with examinations of course material.	Demonstrates some degree of critical reflexivity. Critical consideration needs further development or more effective integration into examinations	Degree of critical reflexivity is inadequate or critical reflections are inappropriate to course material. Reflections are not well integrated into examinations.

	insight into and/or powerful personal investment in course themes.	demonstrate critical thinking in relation to and personal connection to course themes.		of course material.	
Engagement with Resources	Skilfully selects and incorporates readings and references into examinations and explorations. Exceeds expectations for references. Creative and/or critical resources enhance and strengthen composition.	Draws effectively upon at least two course readings and three additional scholarly references. These and any additional resources are deliberately selected to strengthen examinations and explorations.	Refers to at least two course readings and three additional scholarly references. Use of resources is relevant to examination.	Refers to and/or cites some course readings and/or other resources. Resources are somewhat connected to topic or themes being examined.	Use of resources is inadequate and/or resources are unsuitable for the examination of course themes.
Communication and Overall Presentation	Demonstrates an exceptional ability to communicate and articulate ideas. Presentation creates an exceptional demonstration of course learning. Use of APA referencing is flawless.	Communicates and articulates ideas effectively. Paper is a strong, well-presented demonstration of course learning. Adheres to APA standards in referencing.	Communicates clearly. Work is well presented. Adheres to APA standards in referencing, with few mistakes.	Demonstrates acceptable ability to communicate ideas. Presentation is satisfactory. Adheres to APA standards in referencing with some errors or omissions.	Demonstrates limited ability to communicate ideas. Presentation is unsatisfactory. APA referencing has errors or omissions.
Meeting Learning Task Expectations	Paper adheres to expectations for length and format while	Paper meets expectations for length, format, rigour,	Paper meets most expectations as set out in	Paper meets expectations to a satisfactory	Paper does not adequately meet the expectations

	exceeding expectations for rigour and professional relevance. Outstanding work.	and professional relevance.	the assignment description.	degree. Some areas need further development.	of this learning task.
Other considerations (optional)	Based on assignment description and in-class discussions, there are other considerations as to why this paper is exceptionally strong. See comments.	Based on assignment description and in-class discussions, there are other considerations as to why this paper is very strong. See comments.	Based on assignment description and in-class discussions, there are other considerations as to why this paper is well done. See comments.	Based on assignment description and in-class discussions, there are other considerations as to why this paper is satisfactory. See comments.	Based on assignment description and in-class discussions, there are other considerations as to why this paper is weak and/or problematic. See comments.

#### University of Calgary Grading Scale

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; generally insufficient preparation for subsequent courses in the same subject

D	1.0	50-51	
F	0.0	≤ 49	Fail – unsatisfactory performance or failure to meet course requirements

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.

Campus Security provides a range of services intended to promote and facilitate a safe and secure learning and living environment, e.g. the Safe Walk program for students attending classes on campus. For more information please visit <http://www.ucalgary.ca/security/> or telephone (403) 220-5333.

Safewalk: Promoting Campus Safety and Awareness:

Twenty-four hours a day, seven days a week, Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff, and campus visitors. Safewalks are done in male/female pairs. The volunteers walk anywhere on campus (including McMahon Stadium, Health Sciences, Student Family Housing, the Alberta Children's Hospital, and the University LRT station). To request a Safewalk volunteer to walk with you, either:

- call 403.220.533 (24 hours per day, seven days per week, 365 days per year)
- use the Help Phones (they are NOT just for emergencies)
- approach an on-duty Safewalker and request a walk

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 assignments, or submit/return assignments as electronic files attached to private email message.

Intellectual Honesty/Plagiarism:

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. As a result, cheating or plagiarism on any assignment or examination is regarded as an extremely serious offence, the penalty for which may be an F on the assignment and possible also an F in the course, academic probation, or requirement to withdraw.

The University of Calgary Calendar states that plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes

but is not limited to (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another's for one's own in an examination or test), (b) parts of the work are taken from another source without reference to the original author, (c) the whole work (e.g., an essay) is copied from another source, and/or (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data, and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the students' work are taken from external sources, footnotes, or other recognized forms of citation must be used for this purpose.

Cheating is an extremely serious academic offence. Cheating on tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, or other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it or consulting any person or materials outside the confines outside of the examination room without permission to do so or leaving answer papers exposed to view or persistent attempts to read other students' examination papers.

Other Academic Misconduct includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

Emergency Evacuation/Assembly Points for the Education Block and Education Tower: Scurfield Hall (primary assembly point); Atrium Professional Faculties Food Court (alternate assembly point)

**Student Union Representative: The Werklund School of Education representative, 2016 – 2017, is**

**Carson Reveen,** [careveen@ucalgary.ca](mailto:careveen@ucalgary.ca), [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca)

**Education Students Association (ESA) President: Christopher Klune,** [cmklune@ucalgary.ca](mailto:cmklune@ucalgary.ca)

Student Ombudsman's Office:

[www.su.ucalgary.ca/page/quality-education/academic-services/student-rights](http://www.su.ucalgary.ca/page/quality-education/academic-services/student-rights)