

Course ID:	Course Title:	Fall 2021
SCMP 700-2	Synthesis of Schools and Classrooms: Society and Cultures	Prerequisite: SCMP 600
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online (asyn/sync)	Instructor:	Christy Thomas, EdD	First day of classes:	Mon, Oct. 4
Synchronous Session	One per week	Email:	christy.thomas@ambrose.edu	Last day to add/drop, or change to audit:	October 17
	Wednesday @ 8:30 – 11:00 am (online)	Phone:	403-410-2000 ext. 6921	Last day to withdraw from course:	Mon, Nov 22
		Office:	RE 148	Last day of classes	Fri, Dec. 10
		Office Hours:	By appointment		
Learning from Saa'kokoto during LTA 600 block	Tuesday, November 30 in LTA @ 8:30 – 9:45 am				

Course Description

This course is a synthesis of how past and current practices have informed trends in schooling. Course context will be explored through key questions: How will you navigate the future of education? How is technology changing the way we learn? What is your teaching narrative? Topics include: Teaching Quality Standard competency in Indigenous Education, 24/7 teaching, personal teaching philosophy, and future trends in education.

The thinking you will be engaged in this for course is reflexive. The expectation is that you will cognitively oscillate between previous coursework, the texts, and your personal experiences to apply your thinking of your growth and personal journey. You will be developing a personal philosophy of teaching to anchor your values, beliefs, and conceptualizations of teaching. This course will be asynchronous (not live) student driven course requiring you to utilizing Discussion Forums for the readings and to collaboratively unpack your understand with others **each week**. Zoom appointments will be used as an opportunity for you to ask questions and further discuss with the instructor.

Teacher Quality Standards Addressed

Fostering Effective Relationships, where in a pre-service teacher fosters and builds productive and positive parental (or guardian), student, and collegial relationships that encourage, assist and champion student learning with respect, fairness and integrity. Whist demonstrating empathy and cultural appropriateness in designing learning opportunities and classroom interactions to honour student diversity and promote intercultural comprehension, competency and consideration.

Engaging in Career-Long Learning, where in a pre-service teacher engages in professional learning and critical reflexivity to refine and build upon the teaching-learning paradigmatic relationship. While actively building capacity to support students in successful, inclusive, welcoming, respectful, caring and safe learning environments. As well as, discovering, searching, and inquiring through critically reviewing and applying educational research to enhance and refine their teaching practice, and understanding of First Nations, Métis and Inuit world views, cultural beliefs and values. Whilst maintaining an awareness of emerging technologies to enhance knowledge and inform their teacher practice.

Establishing Inclusive Learning Environments, where in a pre-service teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe. Through incorporating students' personal and cultural strengths into the teaching and learning paradigmatic relationship, and in communicating an educational philosophy affirming that every student can learn and be successful.

Applying Foundational Knowledge about First Nations, Métis and Inuit, where in a pre-service teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, by supporting student achievement by engaging in collaborative approaches to build capacity of understanding and awareness in First Nations, Métis and Inuit education. By developing a knowledge and understanding of, and respect for, the histories, cultures, languages, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit, which demonstrates supportive learning experiences of all students, reflecting student strength and diversity.

Program Requirements

- Canadian Studies
- Comparative education (Canada versus the rest of the world) – (3 hours)
- Social media trends in Canada (6 hours)
- Decolonization and indigenization of education (12 hours)
- Science
- Technology and education (6 hours)

Expected Learning Outcomes

By the end of the course, learners should be able to:

1. Consider how past and current issues, policies, and practices inform educational experiences.
2. Predict how technology will impact learning in the future.
3. Examine how to meaningfully integrate Indigenous ways of knowing, perspectives and pedagogy into practice.
4. Articulate a personal teaching philosophy.

Textbooks

Tanaka, M. TD. (2016). *Learning & teaching together: Weaving Indigenous ways of knowing into education*. Vancouver, BC: UBC Press.

Course Schedule

Week	Readings	Content Emphasis	Class Requirements
<p>October 4 -8</p> <p><i>Topic: Issues, policies and practices that impact educational experiences</i></p> <p><i>*Deeper Life Conference</i></p> <p>October 6</p>	<p>Edmunds, Nickel and Badley (2015), chapter seven</p> <p>Schein et al. (2015). <i>Opinions: All about culture</i>. Journal of Business Anthropology 4(1), Spring, 106-150.</p> <p>Culture Handbook-as posted on Moodle</p>	<ul style="list-style-type: none"> Who are the students currently in Alberta classrooms? Who will be students within Alberta classrooms? What is the impact of multiculturalism and diversity within teaching? 	<p>Discussion post due by Friday, October 8 response due by Sunday October 10</p> <p>Begin Part one of Cultural Metaphor assignment</p> <p><i>*No Synchronous Class on Wednesday</i></p>
<p>Oct. 11-15</p>	<p>Lee, H. J. (2011). <i>Cultural factors related to the hidden curriculum for students with autism and related disabilities</i>. <i>Intervention in School and Clinic</i>, 46(3), 141-149. doi:10.177/1053451210378162</p> <p>Wilkinson, M. L. N. (2014). <i>Helping Muslim boys succeed: the case for history education</i>. <i>The Curriculum Journal</i>, 25:3, 396-431. doi:10.1080/09585176.2014.929527</p> <p>Reitz, J. G. (2012). <i>The distinctiveness of Canadian immigration experience: Patterns of Prejudice</i>, 46(5), 518-538. doi:10.1080/0031322X.2012.718168</p> <p>Ricucci, R. (2016). <i>Learning by sharing and integration of second-generation: The Italian case</i>. <i>Migration Letters</i>, 13(2), 194-202.</p>	<ul style="list-style-type: none"> What is the ELL impact in subject teaching? How do ELL students cope with the hidden curriculum? How are the perspectives (expectations and experiences of immigrant parents being addressed within schools/classrooms? 	<p>Discussion post due by Friday, October 15 response due by Sunday, October 17</p> <p>Continue working on Cultural Metaphor assignment</p> <p>Synchronous Class on Wednesday in Zoom</p>
<p>October 18-22</p>	<p>Tanaka (2016), Chapters 1-3</p>	<ul style="list-style-type: none"> When you think about teacher dispositions, how would you describe a teacher? Why? 	<p>Discussion post due by Friday, October 22 response due by Sunday, October 24</p>

		<ul style="list-style-type: none"> How do you envision a teacher-student or a student-teacher relationship? Is there a difference between the directionality of this relationship? 	<p>Synchronous Class on Wednesday in Zoom</p> <p>Continue working on Cultural Metaphor assignment</p>
<p>October 25-29</p> <p><i>Topic: Consider the influence of "technology" in practice</i></p>	Tanaka (2016), chapters 1-3	<ul style="list-style-type: none"> How do you use technology to learn? How does a student/classroom/school use technology to learn? What is your responsibility in teaching digital citizenship, morally, ethically, culturally and socially to children/students? 	<p>Cultural Metaphor due Tuesday, October 26: The actual/physical cultural metaphor submit to instructor and 3-4 page reflection paper submit electronically on Moodle.</p> <p>Synchronous Class on Wednesday in Zoom.</p> <p>Padlet Post of Cultural Metaphor: Wednesday, October 27</p> <p>Two Cultural Metaphor responses to peers due by Friday, October 29. The responses can be done right on Padlet and please identify your name in the responses.</p>
<p>November 1-5</p> <p><i>Topic: Responding to Indigenous Perspectives</i></p>	Tanaka (2016), chapters 4-6	<ul style="list-style-type: none"> How have your personal explorations and experiences informed your understanding of Indigenous peoples? What will students be expected to learn of each other? How will parents be included in these teachings? 	<p>Discussion post due by Friday, November 5 response due by Sunday, November 7</p> <p>Synchronous Class on Wednesday in Zoom</p> <p>Begin exploring what metaphor explains your teaching practices, views, values and desires as it will form the foundation of your personal teaching philosophy</p>

Reading Week: November 8-11			
<p>November 15-19</p> <p><i>Topic: Articulate your personal philosophy of teaching</i></p>	Tanaka (2016), chapters 7-9	<ul style="list-style-type: none"> • How will you enact these learnings, awareness, and perspectives in your classroom? • How do you build a learning community? • How do you help students be their best selves with you? 	<p>Discussion post due by Friday, November 19 response due by Sunday, November 21</p> <p>Synchronous Class on Wednesday</p> <p>Continue working on your personal teaching philosophy paper</p>
<p>November 22-26</p>	Tanaka (2016), chapters 10-12	<ul style="list-style-type: none"> • How is your faith, worldview, nature of knowledge, and purpose of schooling evidenced in your practice? • What are your hopes for the future of education and classroom learning? • What is the relevance of a “dispositional change” (Tanaka, 2016) within learning for you? 	<p>Discussion post due by Friday, November 26 response due by Sunday, November 28</p> <p>Synchronous Class on Wednesday</p> <p>Continue working on your personal teaching philosophy paper</p>
<p>November 29 – Dec 3</p>	<p>Review- Edmunds, Nickel and Badley (2015), chapter 6</p> <p>*Learning from Saa'kokoto: Tuesday, November 30 in LTA @ 8:30 – 9:45 am</p>	<ul style="list-style-type: none"> • Where were you two years ago, and where are you now in your ‘teacher’ journey? What conversations have you been having with your colleagues, practicing teachers, and friends/family about educational and your perspective as a teacher? 	<p>Continue working on Personal Teaching Philosophy Paper</p> <p>*no Synchronous class this week.</p>

December 6-10 Topic: Articulate your personal philosophy of teaching	Work on Personal Education Philosophy	<ul style="list-style-type: none"> What metaphor explains how you envision your teaching practices, views, values, and desires? 	Synchronous Class on Wednesday Personal Philosophy Assignment due Thursday, December 9
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Please note the following programming dates:

- September 30: Reconciliation Day
- October 6; Deeper Life Conference, no classes - <https://ambrose.edu/deeper-life-conference>
- October 11: Thanksgiving
- November 8-13: Fall Break
- December 10: Last Day of Classes

Assessment: Learning Task Overview

Learning Task	Assigned as	Due Date
Online Discussion Groups and Posts (35%)	Individual	Posts due each week on Friday's and Replies due on Sunday's (*dates in weekly schedule)
Culture Metaphor (25%)	Individual	October 26 (assignment due) & Oct 27 (padlet post) & Oct. 29 (response to two peers)
Personal Teaching Philosophy (40%)	Individual	December 9

Learning Task 1: Online Discussion Groups and Posts (35%)

Teaching Quality Standard:

Fostering Effective Relationships, Engaging in Career-Long Learning, Demonstrating a Professional Body of Knowledge, Establishing Inclusive Learning Environments, Applying Foundational Knowledge About First Nations, Metis, and Inuit, and Adhering to Legal Frameworks and Policies.

Rationale:

This is an online course and the quality of your experience here is largely determined by the degree to which you engage with the content, your instructor, with your peers. For this reason, your participation in this knowledge building community is expected for a passing grade. This will also be one of the places where you are held accountable for the readings and for collectively building knowledge and advancing the ideas of the group. Posts should be between 200 and 300 words in length. Please practice writing succinctly.

Instructions:

Complete the assigned reading, viewing and project tasks for each week. You are then required to complete the discussion tasks online as outlined in Moodle. You are required to post your own response once a week to your discussion group (by Friday), and respond to at least one other group member's post (by Sunday), to support or encourage a deeper level of thinking about a perspective or lens in a respectful and manner becoming of a learning environment. In each of your personal posts and responses, cite sources and other possible resources to further develop thinking and engagement of your peers.

Each week, select one of three possible guiding questions as your topic and post your thinking, musings and wonderings about that specific topic, with evidence and support (citations) for your ideations. **The following week if it is the same chapters from the previous week, select a different guiding question as the theme of your post.**

Each week, as you respond to at least **one** of your peers in your discussion group, know that you need to be supportive, but you can also challenge a perspective with care and respect. When a group member responds to your post, reciprocate with by respond to that response: engage in questioning, explaining, and defending of your thinking, perspective and ideation. **Each week, the expectation is for you to respond to a different group member.**

Protocol for posting and contributing

- Connect to the week's readings and your own experience. Substantiate your claims and personal experiences with cited relevant literature and course materials.
- Be respectful to one another and use each other's names to build a caring and meaningful online presence.
- Post in a timely manner so that your discussion group members have access to your ideas and contributions.
- Also, always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse. These contributions help build trust and help to create a sense of community when online.
- Be aware of grammar and sentence mechanics. Emoticons are fine as long as they are appropriate. A smile ☺ is welcome, anything offensive is not. Avoid this use of all caps. This is the equivalent of yelling in the online world.
- Stick to the work length and edit your work prior to submitting it.

Assessment Criteria:

Performance Guidelines and Expectations: The Online Discussion Group posts will be submitted electronically weekly as per schedule.

Criteria	Accomplished to Mastery (A- To A+)	Emerging to Progressing (B-to B+)	Needs Improvement (will need to consult with professor and develop a plan for improvement) (C- or lower)
Response to and comprehension of content	Provocative, critical, depth of thought and reasoning is obvious, connects theory and practice/opinion/experience.	Posts have personal insights and connections to personal experiences and observations, with some connections to the week's readings, videos, concepts.	Response is off topic and unconnected to theme of the week or the readings, videos, or concepts of the week.
Relevance and contribution to learning	Consistently brings assigned readings into discussion and constructively references (cites) current and previous course materials into connections; and prompts further reflections or contributions for others; interacts with at least one different peer each week.	Post comments are relevant to the topic which connect to assigned readings, while making connections to the posts of others; and interacts with at least one different peer each week.	Attempts to make connections between readings, experiences and previous course conceptions/ideations; and response is general (limited personal reflection) with limited or no connections to peer posts.
Engagement with peers and personal voice	Extends or advances the conversation in response to a post by a peer with an alternative perspective, feedback to further learning, and/or additional ideas and resources to consider moving forward; and positively expresses one's own observations, feelings, needs and encourages others. Models genuine respect of others which contributes to a caring and meaningful presence online.	Response to a post by a peer, connecting post and response with a personal connection and perspective related to the weeks theme, and/or textbook; and articulates a view with one's own personal values: demonstrating understanding of others perspectives/experiences. Generally shows respect for others when expressing self (views, ideas, connections); most interactions with peers are positive.	No response to peers or partially crafted responses. Response does not add to the conversation or move thinking forward, providing no insights; and expresses self (views, ideas, connections) in a way that does not support positive interactions with peers or show respect.
Scholarly Writing & Care (Completion, Length, Grammar and Spelling, Clarity, Responsibly cited)	Posts are completed and composed, organized, succinct, with proper grammatical structures and spelling. Reference readings, resources and learning support ideas and rationale for post/response. APA style used for citations with little or no errors.	Posts are complete, using proper grammatical structures and spelling making references to textbook, personal experiences, surfacing of new questions/wonderings. APA style used for citations with some errors.	Posts are incomplete or missing proper grammatical structures, with spelling errors. No citations are used to connect weeks readings, videos, or concepts/themes. APA style not used for citations.

Learning Task 2: Personal Culture Metaphor (25%)

Teaching Quality Standard:

Fostering Effective Relationships, Engaging in Career-Long Learning, Demonstrating a Professional Body of Knowledge, and Establishing Inclusive Learning Environments.

Rationale:

In order to explore your own culture, you will create a visual representation of your surface (outer) and deep (inner) culture. The purpose of this assignment is to help surface your own values, perspectives and beliefs, which are deeply rooted in your own personal experiences, cultural interactions, and development. These deeply held perspectives will automatically surface as you interact, teach, and address various student situations, learning materials, and student diversity. By examining what you hold dear and is grounded within your own thinking and heart, one can then increase their awareness and anticipate responses and interactions with diversity, to ensure student success, safe learning environments, and care of each individual student, their families, and each other.

Instructions:

Create a visual representation/artifact of your surface (outer) and deep (inner) culture. For example, one way of doing this, is to create a mask wherein one side represents the surface culture and the other side represents the deep culture of your personal culture. Find images, without words, to depict/illustrate your personal conceptualizations of your personal culture which must be physically handed in. Then write a 3-4 page reflection paper (12 pt., double space) using APA guidelines, to describe your progress and journey attached to your visual representation of your personal culture. Refer to the iceberg analogy of culture, readings, online research, and other texts to help delineate cultural depiction/characterization.

Consider these guiding questions:

- What 'surfaced' for you as you worked through your cultural metaphor? What is the significance of this surfacing for you?;
- What veneer became transparent and obvious to you? How did this awareness affect you?;
- What surprised you as you developed your cultural metaphor? What new insights did you gain for yourself?;
- How did you feel as you worked through your thinking and understanding? What did you become aware of?;
- How did your metaphor 'come to light' for you? What was your process?;
- As you look at your artifact, how do you feel? Why?

The visual artifact, will need to be documented for assessment purposes and shared digitally with the class. We will create a class Padlet to openly share what each individual has created (take a picture of the visual artifact) and you will do a voice recording in Padlet to give an explanation of your personal culture metaphor (To use the voice function in Padlet go to: <https://www.youtube.com/watch?v=oyibLcATTqc> or <https://usingtechnologybetter.com/blog/how-to-use-voice-recording-in-padlet>).

Finally, you will respond to two other students' personal cultural metaphor on Padlet. Consider these guiding questions in your response:

- What do you see, think, and feel when you look at the personal cultural metaphor?
- What sort of response do you think the author of the cultural metaphor wanted you to have?
- What is the relationship do you see between surface and deep culture?

Due Dates:

- Tuesday, October 12, 2021
 - Personal Cultural Metaphor (Visual representation/artifact)
 - 3-4-page reflection paper of personal cultural metaphor (APA 7th style) describing how surface and deep culture is represented submitted electronically in Moodle
- Wednesday, October 13 2021: Padlet post of Cultural Metaphor
- Friday, October 22, 2021: Cultural Metaphor Responses (within Padlet) of two of your peers

Assessment Criteria

Criteria Descriptions	Accomplished to Mastery	Emerging to Progressing	Basic
	(A- to A+)	(B- to B+)	C- to C+
Visual representation shows surface culture (5%) <ul style="list-style-type: none"> • Explains and show visual and the impact of each element • Information is organized to enhance clarity • Includes personal explanations of cultural perspective • Image format/Layout 	<ul style="list-style-type: none"> • In-depth details • Insightful • Innovative design • Surprising, enlightening, to intuitive image use, easily interpreted by reader 	<ul style="list-style-type: none"> • Substantial details • Thoughtful/systematic • Practical design • Expected image that is understandable with a bit of study 	<ul style="list-style-type: none"> • Cursory details • General Workable design • Questions arise about the reason image is chosen to enhance text
Visual representation shows deep culture (5%) <ul style="list-style-type: none"> • Explains and show visual and the impact of each element • Information is organized to enhance clarity • Includes personal explanations of cultural perspective • Image format/layout 	<ul style="list-style-type: none"> • Skillful connections linking elements • Purposeful 	<ul style="list-style-type: none"> • Meaningful connections linking elements • Logical 	<ul style="list-style-type: none"> • Superficial connections linking elements • Simplistic and reasonable
Cultural Metaphor Post and Responses (within Padlet) of two peers (5%) <ul style="list-style-type: none"> • Visual artifact shared on Padlet with audio explanation • Responds to two other students' personal cultural metaphor on Padlet 	<ul style="list-style-type: none"> • Deep reflection • Thoughtful and insightful Interpretation • Engaged Audience 	<ul style="list-style-type: none"> • Reflection • Affirmation of Ideas • Interested Audience 	<ul style="list-style-type: none"> • General and simplistic response • Generally holds Audience attention Rudimentary
3- 4-page reflective paper describing how surface and deep culture is represented (10%) <ul style="list-style-type: none"> • Draws conclusions and identifies factors that shape identity • Communicates information with supporting evidence/sourcing • Analyzes impact and cultural elements • Summarizes experiences 	<ul style="list-style-type: none"> • Compelling • Persuasive • Comprehensive description of factors • Clearly organized 	<ul style="list-style-type: none"> • Effective • Convincing • Substantial description of factors • Organized 	<ul style="list-style-type: none"> • Straight-forward • Predictable • Basic description of factors • Lacking organization

Learning Task #3: Teaching Philosophy (40%)

Teaching Quality Standard:

Fostering Effective Relationships, Engaging in Career-Long Learning, Demonstrating a Professional Body of Knowledge, Establishing Inclusive Learning Environments, Applying Foundational Knowledge About First Nations, Metis, and Inuit, and Adhering to Legal Frameworks and Policies.

Rationale:

Tanaka (2016) talks about the importance of being able to reflexively examining one's own thoughts, feelings, personal insights, and understandings of cultural perspectives, as these will help us to understand our own dispositions, understanding of learning and the dynamics of teaching (p. 9, 99). There is also a professional responsibility requiring awareness within the relationship of teaching (Tanaka, p. 9, 99), and within Alberta Education Teaching Quality Standards, to be mindful and open to diversity. By working with the various ideas and concepts you have engaged in prior to this course, and through the readings and text you have been working through, you are being asked to recursively acculturate different ways of knowing into your understanding of Indigenous Ways of Knowing practices, reflexively. Explore your various experiences with Indignity: your thoughts, feelings, insights, and cultural perspective(s). Analyze, critique and describe the effect of your experiences and the course materials. Surface what has been resonating for you as you synthesize meaningfulness of culture and diversity in learning, and how you will take up inclusive practices. Explain the significance of your perspective, understanding, belief, and awareness: where has your journey taken you? How have you changed?

Tanaka (2016) refers to Parker Palmer (1998, 2007, 2017) throughout her interwoven observations, listening, and stories. Palmer's (2017) ideation of teacher identity and integrity as integral parts of how a teacher views and enacts who they believe they are as a teacher, and is profoundly interconnected to what we believe in terms of what student learning is, looks like, how students behaviour demonstrates learning and thinking, and how we as teachers interact, plan and design learning opportunities and materials. Going through the process of surfacing your teacher beliefs, values and ideations, and then articulating them in a meaningful way, will help anchor you as you begin your teaching career, wherein you will be pulled in various directions and ways by parents, students (children), other teachers, and administrations. By developing your teaching philosophy, you will be grounding your practice in sources of knowledge, holding true to your truth, and recalling your desires and ideations of why you are 'being-becoming' a teacher (Tanaka, 2016).

Instructions:

You will create a metaphoric presentation wherein you share your thinking, beliefs and understandings about yourself and your teaching personification, with a 5-6 page reflective paper (12 pts, double space) with supporting citations. The conception of a metaphoric presentation is to help you creatively express how your thinking, ideations, process and understandings has changed over time (the course of your two year program). Your teaching philosophy and metaphoric presentation deepens as you encompass previous course work (SCMP 600 Emerging Teaching Philosophy), materials, knowledge, and experiences: melding into a new representation of understanding and conceptualization to demonstrate your personal and professional growth. Your metaphoric presentation is an innovative/organic way to communicate your teaching philosophy. Consider your metaphoric representation as a framework for your philosophical paper: the vehicle in which you will describe, highlight, and communicate your reflexive and emerging understanding of who you are as a teacher.

The 5-6 page reflective paper is about crafting and articulating your personal narrative and teaching philosophy. Your paper is expected to use APA style, citations and sourcing to support your knowledge, interpretation, and personal learning; explaining your insight and growth rationale. Also, in the reflective paper include an electronic image of your metaphoric presentation (there is no requirement, or need, for a physical representation to be handed in).

As a reminder, this teaching philosophy with its metaphoric presentation can be used concretely as part of your Living Portfolio Exhibition for next semester.

Due Date:

Thursday, December 9

Assessment Criteria:

Performance Guidelines and Expectations

The Ways of Knowing: Personal Narrative will be an electronically submitted paper, no later than Thursday, December 9. Weighing: 40%.

Criteria Descriptions	Accomplished to Mastery	Emerging to Progressing	Basic or lower
	A- to A+	B- to B+	C- to C+
<p>Criteria #1: Competence</p> <p>The paper is APA style with appropriate citation of texts/articles supporting thinking/ideations and sources of knowledge; and is persuasive. Self-reflection is thoughtful, insightful and explores future implementations personally, professionally, and as a teacher/learner. Application of knowledge, theories and understanding is integrated throughout the reflexive writing and metaphor presentation.</p>	<ul style="list-style-type: none"> • Skillful use of citations (little or no errors) • Compelling arguments • Engaging • Skillfully organized 	<ul style="list-style-type: none"> • Systematic use of citations • Effective arguments • Supporting details • Logically organized 	<ul style="list-style-type: none"> • Simplistic use of citations • Predictable and/or partially supported arguments • Straightforward details • Simplistically organized
<p>Criteria #2: Commitment</p> <p>The paper is recursive, integrating Indigenous Ways of Knowing and experiences into thinking and understanding of learning and teaching paradigms and relationships. Provides insight from personal experiences with diversity and inclusion, in developing an understanding of indignity. Perspective is shared, examined, and explored to interpret and demonstrate personal growth and progress throughout an educational journey.</p>	<ul style="list-style-type: none"> • Perceptive • Insightful questioning • Vivid details • Evaluates and shares impressions 	<ul style="list-style-type: none"> • Focused • Relevant questioning • Interesting details • Connections experiences logically 	<ul style="list-style-type: none"> • Reasonable • Predictable questioning • Simplistic details • Obvious connections
<p>Criteria #3: Care</p> <p>Contributes insightful examples of personal experiences of the relationship of theory to practice, and explores impact and personal affect, with connections to personal values, beliefs, and cultural understandings, to express a teaching</p>	<ul style="list-style-type: none"> • Insightful conclusions or connections • Purposefully explains impact 	<ul style="list-style-type: none"> • Thoughtful conclusions or connections • Meaningfully explain impact • Credibly displays and analyzes paradigms 	<ul style="list-style-type: none"> • Plausible conclusions or connections • Appropriately explains impact

philosophy. Provides analysis from personal experiences with diversity and inclusion, inside and outside of the classroom, and in teacher-student dynamics/paradigms.	<ul style="list-style-type: none"> • Astutely displays and analyzes paradigms • Enhances understanding 	<ul style="list-style-type: none"> • Supports understanding 	<ul style="list-style-type: none"> • Simplistic displays and analyzes of paradigms • Predictable understanding
<p>Criteria #4: Design</p> <p>The metaphoric representation speaks to the teaching view, perspective and philosophy developed. The metaphor demonstrates a sense of place with a connected story enacting the emotional, spiritual, physical, and academic/intellectual processes/aspect of a teaching philosophy.</p>	<ul style="list-style-type: none"> • Innovative design • Engaging use of visuals • Vividly communicates information (through oral, visual and/or writing) 	<ul style="list-style-type: none"> • Effective/practical design • Effective and interesting use of visuals • Interestingly communicates information (through oral, visual and/or writing) 	<ul style="list-style-type: none"> • Variable or workable design • Straightforward use of visuals • Appropriately communicates information (through oral, visual and/or writing)
<p>Criteria #5: Impact</p> <p>Analyze, synthesize and integrate cultural knowledge, theory and experiences and the impact education has in society, and the role the teacher has in shaping culturally inclusive education.</p>	<ul style="list-style-type: none"> • Skillfully analyzes motivations and procedures in classrooms and education • Insightfully connects insights to personal experiences • Perceptively shares impressions of teacher identity • Explicitly supports position 	<ul style="list-style-type: none"> • Logically analyzes motivations and procedures in classrooms and education • Thoughtfully connects insights to personal experiences • Meaningfully shares impressions of teacher identity • Effectively supports position 	<ul style="list-style-type: none"> • Simplistically analyzes motivations and procedures in classrooms and education • Predictable connects insights to personal experiences • Appropriately shares impressions of teacher identity • Reasonably supports position

Scaffolding and Feedback

Scaffolding and feedback are an integral and core practice in supporting learners develop understanding and the ability to apply knowledge to teaching and learning contexts. You will be provided feedback in an ongoing basis through the course. This feedback will attend to how well you are demonstrating the outcomes, your organizational skills, as well as professional skills that are relevant to the teaching profession and the expectations of the Ambrose Bachelor of Education Program. Scaffolding can occur in a variety of ways. For example, your instructor may model how to break down an assignment into personally manageable tasks that can be applied to future learning tasks, provide strategic questions to deepen thinking and make connections, and facilitate critical feedback from friends within your cohort. When evaluating work that has been scaffolded and where feedback has been provided, assessment will be limited to/focused on a shift of ownership of thinking to the student. The purpose of feedback and scaffolding is to deepen thinking and not just improve a grade. Students must take feedback and indicate how they are applying it, reflecting on it, and understanding it differently. In essence, students must make it visible how they are rethinking the content. Students are also encouraged to share their assignments with peers for feedback prior to submission, using the rubric to practice reading and assessing using criteria in an assignment. If you want feedback from the instructors, evidence of feedback from a peer must be included with a specific request for targeted feedback at least 4 days prior to the due date.

Grade Summary

The available letters for course grades are as follows:

A+	Mastery +	96-100%	Outstanding- Expands the space of the possible for learning outcomes
A	Mastery	91-95%	Consistently demonstrates exemplary performance of all learning outcomes
A-	Mastery	87-90%	Exemplary performance of most learning outcomes and strong performance of all learning outcomes
B+	Progressing	78-86%	Strong performance of learning outcomes
B to B-	Emerging	70-77%	Basic performance of learning outcomes
C+ to C	Beginning	63-69%	Marginal and/or inconsistent performance of learning outcomes
C- to F	Limited	Below 50%-62%	Cannot demonstrate performance of learning outcomes

Assessment achievement criteria description:

A- to A+ requires thoughtful reflection on the overall significance of topics and their application.

A+ (Mastery +): The task has been taken up with complexity, drawing on research, experience, dialogue and conversations with peers and colleagues and demonstrates these various contributions from the past two years of course work. The content of the task demonstrates an insightful vision of self and culture. There are significant examples of opportunities and resources, with particular attention to the practices a teacher takes up to foster success in its various iterations. There is evidence of critical questioning of the practices, theories and student experiences in classrooms from multiple perspectives. Where applicable, creativity in thinking is evident, and where necessary attention to detail results in comprehensive plans/resources/communication. Exemplary work does require a significant investment from the student, which is evident in the presentation of the assignment, self-directed research to inform practice, and evidence of working beyond class material and conversations and a willing to ask transformational questions while exploring possible solutions.

A (Mastery): The task has been taken up in a thoughtful and engaging way that demonstrates a strong understanding of the research, one's own experience, dialogue with peers and colleagues, and demonstrates a layered synthesis of knowledge of course content. Examples are accurate and rooted in research and are clearly articulated. Where applicable, creativity and original ideas are included, and where necessary attention to detail and fulfilling requirements are complete. Theories, teacher practices, and beliefs are explored in a nuanced way that demonstrate a willingness to critically examine student experiences in one's classroom.

A- (Accomplished): Indicates that the student attends to the requirements of the assignment, includes research and experience to inform content, and shows evidence of drawing together multiple resources in the work. All outcomes have been met and most are completed very well. There is evidence of critical thinking and the exploration possible tensions between theory, practice, and personally-held beliefs and their impact on all students.

B- to B+ indicates the task has been fulfilled with most requirements met to varying degrees of proficiency. The content may be limited to what was shared in class, may lack reflection on the impact of topics, or may be limited in its application or research.

B+ (Progressing): The task fulfills the requirements of the assignment. Content discussed in class is included, with adequate engagement with various perspectives or resources. The connections being made to learning reflect common inclusive practices but are limited to prior experiences and personally-held beliefs with little engagement of theory, critical reflection and exploration of the impact on students. The assignments contain ideas that are reproductions of observations that with some critical thinking or creativity.

B to B- (Emerging): The task fulfills the requirements of the assignment but does so on a superficial level. Content discussed is included, but there is minimal engagement with various perspectives or resources. The connections being made to course content are superficial and lack meaning in inclusive practices. The assignments contain ideas that are reproductions of observations that lack critical thinking or creativity. Adequate evidence of outcomes indicates limited connections between the course content or to one's own experience.

C+ or lower indicates the student has not demonstrated the required outcomes of the task or has not submitted evidence of the outcomes. Because of the need to achieve a 2.7/B-, a student cannot pass the course with a task that has been assessed C or below and will be placed on a Notice of Concern.

Cs or lower (Beginning): the task has significant areas that are either incomplete, missing, or inaccurate. There is little to no reference to research, experience, or to course content. There is little attention to detail. The student will be required to meet with the instructor to determine gaps in the demonstration of learning and create a plan to reconsider and resubmit evidence of the learning outcomes if the student desires.

Additional Note:

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Attendance Policy

You are required to log on weekly and review the week's course material. Individual Assignments or Internet Assignments (such as Discussion Forums) are due each week. Attendance will be taken based on your submitting assignments weekly.

Submission of Assignments

Assignments are due electronically via Moodle/Padlet and/or submission to the instructor the date specified. Please use a standard file format, MS Word (.doc or .docx) when uploading your applicable document as directed in the assignments.

I grant extensions infrequently and only when circumstances outside the learner's control will prevent the punctual submission of an assignment. However, if you have concerns about your assignment or the due date, please talk to me in advance. Please note that technical problems do not provide sufficient grounds for an extension: students should keep back-up copies of all assignments (digital, hard copy, or both) during composition and after submission.

Ambrose University Academic Policies

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of

Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests

for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.