Course ID:	Course Title:	Fall 2023
SCMP 700	Synthesis of Schools and Classrooms: Society and Cultures	Prerequisite: SCMP 600
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Blended	**Instructor:**	Craig Harding, PhD	**First Day of Class:**	October 4
Days:	Wednesday	**Email:**	awong@ambrose.edu	**Last Day to Add/Drop:**	N/A*
Time:	12:45-3:45 PM	**Phone:**	587 888 1814 (personal cell#)	**Last Day to Withdraw:**	N/A*
Room:	RE110	**Office:**		**Last Day to Apply for Coursework Extension:**	
Final Exam:	N/A	**Office Hours:**	By appointment	**Last Day of Class:**	December 6

*All requests to drop or withdraw from the Education program classes must be submitted to the Associate Dean, School of Education and the Office of the Registrar in writing.

Important Dates and Information
For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at https://ambrose.edu/academic-calendar.

Course Description
A synthesis of the how the impact of past and current practices in Education have informed trends in schooling. Students will examine topics in multiculturalism, technology, and Indigenous pedagogies culminating in a personal philosophy of teaching that anchors values, beliefs, and conceptualizations of teaching.

Through engaged, reflexive actions, SCMP 700 specifically explores who are we teaching and issues, policies and practices that impact educational experiences and the development of your personal philosophy of teaching. The expectation is that you will cognitively oscillate between previous coursework, the readings, and your personal experiences to develop a personal philosophy of teaching to anchor your values, beliefs, and conceptualizations of teaching.

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, Metis 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

Requirement	Connected Topics	Content Addressed
Canadian Studies 33 hours	Immigrant experience	Comparative and intercultural education
	Autism and related disabilities	English language learners
	Teacher identity	Culture and education
	Indigenous ways of knowing	Community analysis
	Policies and practices that impact educational experiences	Decolonization and indigenization of education
		Ethic of care
	ATA professional code of conduct	Codes of Ethics
		Culturally responsive teaching
	Diversity in the classroom	Case law
	Trends in Canadian education	Philosophy of Teaching
Science 6 hours	ATA professional code of conduct	Use of technology in the school context

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 and the use of technology.
2. Understand an ethic of care and its implications for teacher practice.
3. Examine how to meaningfully integrate Indigenous ways of knowing, perspectives and pedagogy into teacher practice.
4. Articulate a personal teaching philosophy.

Textbooks

Assign reading found in Moodle.

Maxwell, B., Gereluk, D., & Martin, C. (2022). *Professional ethics and law in education: A Canadian guidebook.* Canadian Scholars.

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

Course Schedule

Weeks	Readings	Content Emphasis	Class Requirements
Topic: Who are we teaching?: Diversity and the Sociocultural Influences on Teaching			
Week 1 – Oct 2 *Are schools neutral environments? What are our responsibilities?*	Edmunds, Nickel and Badley (2015), chapter 7. Makarova, E., 't Gilde, J., & Birman, D. (2019). Teachers as risk and resource factors in minority students' school adjustment: An integrative review of qualitative research on acculturation. *Intercultural Education,* 30(5), 448-477.	• Who are the students currently in Alberta classrooms? • Who will be students within Alberta classrooms? • What challenges to Third Culture Students face? • What is the impact of sociocultural factors have for teaching? • What is the impact of multiculturalism and diversity within teaching?	• SRG- Roles • Complete Intercultural Development Inventory (IDI) by October 4th • Asynchronous Online Discussion Forum for October 4-6: Community analysis- Select the community in which your FE 700 school is located or the community in which you live and complete and post the worksheet analysis to the Discussion Forum in Moodle • Begin Part one of Cultural Metaphor assignment
Week 2- Oct 10 (Tuesday)	Meet at Dodging Horse Ranch Oct 11th		
Week 3 – Oct 16	Chan, E. (2006). Teacher experiences of culture in the curriculum. *Journal of Curriculum Studies*, 38 (2), 161–176. Phinney, J.S. (2000). Identity formation across cultures, *Human Development*, 43(1), 27-31. Pon, G., et al. (2003). Interrupted by silences: The	• Teacher's perspective on culture. • Student's perspective on culture. • Class debrief of Intercultural Development Inventory with Dr. Charlie Cook and/or Lauren Umbach (2:15-3:45 PM)	• SRG- Jigsaw and other sheets • Continue working on Cultural Metaphor assignment • Individual Debrief of Intercultural Development Inventory with IDI administrator. Make an appointment before November 25th. Check information from email and follow instruction.

	contemporary education of Hong-Kong-born Chinese Canadians. In R. Bayley & S. Schecter (Eds.), *Language socialization in bilingual and multilingual societies* (pp. 114-127). Bristol Multilingual Matters. https://doi.org/10.21832/9781853596377 Gaither, S.E. (2015). "Mixed" results: Multiracial research and identity explorations. *Current Directions in Psychological Science*, 24(2), 114-119.		
Week 4 – Oct 23	Lee, H. J. (2011). *Cultural factors related to the hidden curriculum for students with autism and related disabilities. Intervention in School and Clinic,* 46(3), 141-149. doi:10.177/1053451210378162 Wilkinson, M. L. N. (2014). Helping Muslim boys succeed: the case for history education. *The Curriculum Journal,* 25(3), 396- 431. doi:10.1080/09585176.2014.929527 Reitz, J. G. (2012). The distinctiveness of Canadian immigration experience. *Patterns of Prejudice.* 46(5), 518-538. doi:10.1080/0031322X.2012.718168 Ricucci, R. (2016). Learning by sharing and integration of second-generation: The Italian case. *Migration Letters*, 13(2), 194-202.	• 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?	• SRG • Asynchronous Online Discussion Forum for October 25-27: Changed perspectives • Continue working on Cultural Metaphor assignment

Week 5– Oct 30	Tanaka (2016), Chapters 4, 5, and 6.	• 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?	• SRG- Roles • Continue working on Cultural Metaphor assignment
Reading week- Nov 6-10	No class		

Topic Issues: policies and practices that impact educational experiences

Week 6 – Nov 13	Maxwell et al., Chapters 1 and 6. Alberta Education https://www.alberta.ca/education-guide-policies.aspx	• Foundations of legal responsibilities. • Introduction to ethical conduct and the impact of policy on practice and professional behaviour. • Case Studies of legal responsibilities.	• SRG- Roles and other sheets • Cultural Metaphor due November 13th: The actual/physical cultural metaphor submit to instructor during class and 3-4 page reflection paper submit electronically on Moodle. • Padlet post of Cultural Metaphor with a voice recorded summary, due November 15th.
Week 7 – Nov 20	Guest Speaker – Dr. Sherry Martens. Legal responsibilities of an ethic of care. Maxwell et al., Chapters 12 and 13. Optional readings (more details): Micallef, J. (2011). Case Note: Private Lives, Public Meetings, and Professional Consequences. Green, M. (1996) Case Note: Freedom of Speech and Teachers' Duties: Malcolm Ross – The Final Chapter.	• Foundations of legal responsibilities. • Case studies of ethic of care, legal responsibilities.	• SRG- Jigsaw • 2 Cultural Metaphor responses of peer due by November 20th. The 2 responses can be done right on Padlet and please identify your name in the responses.

	Blackstone, S. (2007). Case Note: The Duty to Report Suspicions of Abuse: When is a Teacher Not a Teacher? *Education & Law Journal*, 16(3). Kotyk, J. (2012). What is a Reasonable Expectation of Privacy in the Information Contained on a Work Computer? R v Cole . Blackstone, S. (2006). Case Note Discipline Investigations of Teachers May Be Disclosed to Parents. *Education & Law Journal*, 16(1).		
Week 8 – Nov 27	Maxwell, et al., Chapter 11.	• Case Studies of social media use, teacher/classroom and legal considerations • How will you distinguish between teacher autonomy and academic freedom as you plan for instruction?	• Begin exploring what metaphor explains your teaching practices, views, values and desires as it will form the foundation of your personal teaching philosophy.
Topic: Articulate your personal philosophy of teaching			
Week 9 – Dec 4	Tanaka (2016), Chapters 7-9.	Education Philosophy • 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?	• SRG- Jigsaw • Continue working on Personal Teaching Philosophy Paper.
Asynchronous	Review- Edmunds, Nickel and Badley (2015), Chapter 6.	• 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	• Asynchronous December 5-11. • Personal Philosophy Assignment due December 15th.

friends/family about educational and your perspective as a teacher?
- How has the IDI created and informed your personal understanding of your cultural competencies?

Requirements

Learning Task 1: Online Discussion Groups and Posts (20%)

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 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.

Instructions:

Complete the assigned reading, viewing and project tasks for each week assigned in the course schedule so you are able to contribute to discussion in the Structured Reading Group.

As this course has an asynchronous component, you will also be required to engage in discussion on a particular topic. Each asynchronous component will require you to complete a task out of class time or engage in discussion on a particular topic/reading. Discussions require you to 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. Your initial post should be 200 – 300 words. This should be posted by Wednesday evening. You should then respond to at least **one** of your peers in your discussion group by Friday evening - 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.

Protocol for posting and contributing
- Connect to the assigned 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 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.

	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.
Scholarly Writing & Care (Completion, Length, Grammar and Spelling, Clarity, Responsibly cited)			

Learning Task 2: Personal Culture Metaphor (30%)

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 assignments 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 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:
- Monday November 13, 2023 by 4:00 PM (MT)
  - 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 November 15, 20223: Padlet post of Cultural Metaphor
- Monday November 20, 2023: 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%) • 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	• In-depth details • Insightful • Innovative design • Surprising, enlightening, to intuitive image use, easily interpreted by reader	• Substantial details • Thoughtful/systematic • Practical design • Expected image that is understandable with a bit of study	• Cursory details • General Workable design • Questions arise about the reason image is chosen to enhance text
Visual representation shows deep culture (5%) • 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	• Skillful connections linking elements • Purposeful	• Meaningful connections linking elements • Logical	• Superficial connections linking elements • Simplistic and reasonable
Cultural Metaphor Post and Responses (within Padlet) of two peers (10%) • Visual artifact shared on Padlet with audio explanation • Responds to two other students' personal cultural metaphor on Padlet	• Deep reflection • Thoughtful and insightful Interpretation • Engaged Audience	• Reflection • Affirmation of Ideas • Interested Audience	• General and simplistic response • Generally holds Audience attention Rudimentary
3- 4-page reflective paper describing how surface and deep culture is represented (10%) • Draws conclusions and identifies factors that shape identity	• Compelling • Persuasive • Comprehensive description of factors • Clearly organized	• Effective • Convincing • Substantial description of factors • Organized	• Straight-forward • Predictable • Basic description of factors • Lacking organization

• Communicates information with supporting evidence/sourcing • Analyzes impact and cultural elements • Summarizes experiences			

Learning Task #3: Teaching Philosophy (50%)

<u>Teaching Quality Standard:</u>

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.

<u>Rationale:</u>

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 likes, 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).

<u>Instructions:</u>

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, including your exploration of the IDI. 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:

Friday December 15, 2023

Assessment Criteria:
Performance Guidelines and Expectations

The Ways of Knowing: Personal Narrative will be an electronically submitted paper to Moodle, no later than December 15th at 4:00 PM (MT). Weighing: 50%.

Criteria Descriptions	Accomplished to Mastery	Emerging to Progressing	Basic or lower
	A- to A+	B- to B+	C- to C+
Criteria #1: **Competence** 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.	• Skillful use of citations (little or no errors) • Compelling arguments • Engaging • Skillfully organized	• Systematic use of citations • Effective arguments • Supporting details • Logically organized	• Simplistic use of citations • Predictable and/or partially supported arguments • Straightforward details • Simplistically organized
Criteria #2: **Commitment** 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.	• Perceptive • Insightful questioning • Vivid details • Evaluates and shares impressions	• Focused • Relevant questioning • Interesting details • Connections experiences logically	• Reasonable • Predictable questioning • Simplistic details • Obvious connections

Criteria #3: **Care** 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 including the IDI, to express a teaching philosophy. Provides analysis from personal experiences with diversity and inclusion, inside and outside of the classroom, and in teacher-student dynamics/paradigms.	• Insightful conclusions or connections • Purposefully explains impact • Astutely displays and analyzes paradigms • Enhances understanding	• Thoughtful conclusions or connections • Meaningfully explain impact • Credibly displays and analyzes paradigms • Supports understanding	• Plausible conclusions or connections • Appropriately explains impact • Simplistic displays and analyzes of paradigms • Predictable understanding
Criteria #4: **Design** 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.	• Innovative design • Engaging use of visuals • Vividly communicates information (through oral, visual and/or writing)	• Effective/practical design • Effective and interesting use of visuals • Interestingly communicates information (through oral, visual and/or writing)	• Variable or workable design • Straightforward use of visuals • Appropriately communicates information (through oral, visual and/or writing)
Criteria #5: **Impact** 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.	• Skillfully analyzes motivations and procedures in classrooms and education • Insightfully connects insights to personal experiences • Perceptively shares impressions of teacher identity • Explicitly supports position	• Logically analyzes motivations and procedures in classrooms and education • Thoughtfully connects insights to personal experiences • Meaningfully shares impressions of teacher identity • Effectively supports position	• 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:

Grade	Interpretation	Percent	Grade Point	Description
A+	Mastery +	96-100%	4.00	Outstanding- Expands the space of the possible for learning outcomes
A	Mastery	91-95%	4.00	Consistently demonstrates exemplary performance of all learning outcomes
A-	Accomplished	87-90%	3.70	Exemplary performance of most learning outcomes and strong performance of all learning outcomes
B+	Progressing	78-86%	3.30	Strong performance of learning outcomes
B to B-	Emerging	70-77%	3.00-2.70	Basic performance of learning outcomes
C+ to C	Beginning	63-69%	2.30-2.0	Marginal and/or inconsistent performance of learning outcomes
C- to F	Limited	Below 50%-62%	1.70-0.00	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.

Additonal 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
It is the expectation that all students will attend class and be on time. Please inform me if you know you will be away. Students are responsible for their own learning and are required to remain current with all information covered during class and to submit assignments in a timely manner so please connect with a peer to catch up on missing content.

Because much of the learning and sensemaking in our program is dialogic and through praxis, more than 2 lates and/or

absences or repeated missed deadlines will result in a mandatory meeting to determine your plan to be present and to attend to all missing material. An inability to be attend class or deadlines may result in a pause in your program and a delay in enrolment in FE 700.

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.

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the

Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

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.

Academic Policies
It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at https://ambrose.edu/academics/academic-calendar

Privacy
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.

Academic Success and Supports

Accessibility Services
Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that

may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services
Learning Services provides support with
- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit https://ambrose.edu/sas/learning-services.

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
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See https://ambrose.edu/student-life/crisissupport for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: https://ambrose.edu/wellness

Off Campus:
- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support
We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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