

**EDUC 571A/B: Research Seminar in Educational Studies  
Spring & Summer 2024**

**\*Please note that this is one 6-credit course (EDUC 571) taught by two different instructors. You must successfully complete both EDUC 571A and 571B in order to receive credit for EDUC 571. Successful completion of EDUC 571 is required to continue with the honours degree pathway.**

Class Dates: EDUC 571A - May 6 – June 17, 2024  
EDUC 571B – June 24 – August 6, 2024

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Admission into the Bachelor of Education Honours Degree.

Office Hours: By appointment only

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

**COURSE DESCRIPTION:**

This course examines the foundations of different research methodologies most commonly associated with teacher-led research in K-12 classrooms including, but not limited to, the implementation of secondary research through literature review, action research, and design-based research. It is designed for undergraduate students in the Bachelor of Education Honours program. This required course focuses on the various research philosophies, methodologies, and methods that are often employed by teachers, groups of teachers, schools or school divisions in support of student learning and/or other forms of educational innovation and improvement. Students will also be supported to engage critically with research articles and reports. The aim of this critical engagement will be to support students as future teachers to implement research-based teaching practices and to lay the foundations for future graduate study in Education.

Educational research in the K-12 classroom often relies on many disciplines including psychology, sociology, learning theories and educational studies. As such, students in this course will be exposed to a breadth of methodologies and methods as opposed to an extensive focus on operational aspects of one particular method. In this way, students will gain a broad knowledge that will prepare them to enter classrooms as certified teachers who are ready and well positioned to undertake research in service of student learning and educational innovation and improvement. This course will also help to prepare students who elect to undertake graduate studies in Education in the future.

**PROGRAM CONNECTIONS:**

EDUC 571 is a required 6-credit course in the Bachelor of Education Honours degree pathway and will support students to consider the role of research in their future positions as K-12 classroom teachers or as future graduate students in Education. This course shares some key features with educational research courses offered within the Werklund School of Education Graduate Programs in Education and can be viewed as an introductory level that may precede graduate opportunities.

**COURSE OBJECTIVES:**

- To consider and interrogate the role of research and research-informed practice for teachers in K-12 classrooms.
- To establish a basic literacy in research methodologies.
- To consider and interrogate the role of research in educational innovation and improvement.
- To support the development of reflexive thinking and critical analysis skills in interpreting academic research with a particular focus on its possible use in educational settings.

**LEARNER OUTCOMES:**

At the end of the course, students should be able to:

- Identify and critique major educational research methodologies commonly employed in K-12 classrooms.
- Evaluate research methodologies in response to their own goals and interests regarding educational research.
- Evaluate how particular research methodologies may impact K-12 education.
- Interpret academic research with a focus on its potential impact for both stakeholders in K-12 education and those engaged in Education research.

**COURSE DESIGN AND DELIVERY:**

This course, both part A and part B, will be offered synchronously on Zoom with asynchronous engagement in a D2L environment. Part B will be more focused on individual honours projects and will be conducted more as seminars. Additional details will be provided during the course.

**REQUIRED RESOURCES:**

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.

E-book for rent or purchase available from the following vendors; Apps available in Android and Apple devices:  
[BookShelf \(VitalSource\)](#) ; [RedShelf](#)

Print copies available at UofC Bookstore, Chapters Indigo or Amazon.ca

**ADDITIONAL REQUIRED RESOURCES:**

Absolon, K.E. (2022). *Kaandossiwin: How we come to know Indigenous re-search methodologies* (2<sup>nd</sup> ed.), (pp. 98-127). Fernwood Publishing.

[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/22355732930004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22355732930004336?auth=SAML)

Alberta Teachers' Association (n.d.). *Engaging in action research: A practical guide for Alberta teachers and school leaders*. Authors. <https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-101-25%20Action%20Research%20Guide-PDF%202019%2012-WORKBOOK.pdf>

Belcher, W.L. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*, (pp. 139-168). Sage Publishing.

[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/22355091100004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22355091100004336?auth=SAML)

Brown, B., & Jacobsen, M. (2016). Principals' technology leadership: How a conceptual framework shaped a mixed methods study. *Journal of School Leadership*, 26(5). 811-836.

<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/105268461602600504>

Creswell, J.W., & Poth, C.N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*, (pp. 15-40). Sage Publishing.

[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/22355091120004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22355091120004336?auth=SAML)

Danyluk, P., & Burns, A. (2021). Experiencing the shift: How postsecondary contract and continuing faculty moved to online course delivery. *Brock Education Journal*, 30(2), 63-78.

<https://journals.library.brocku.ca/brocked/index.php/home/article/view/866>

Dei, G. (2005). Chapter one: Critical issues in anti-racist research methodologies: An introduction. *Counterpoints*, 252, 1-27. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/42978742>

Eaton, S.E. (2017). Comparative analysis of institutional policy definitions of plagiarism: A pan-Canadian university study. *Interchange*, 48, 271-281. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10780-017-9300-7>

- Friesen, S., & Brown, B. (2022) Teacher leaders: Developing collective responsibility through design-based professional learning. *Teaching Education*, 33(3), 254-271. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10476210.2020.1856805>
- Louie, D., Poitras Pratt, Y., Hanson, A., & Ottman, J. (2017). Applying Indigenizing principles of decolonizing methodologies in university classrooms. *Canadian Journal of Higher Education*, 47(3), 16-22. <https://id-erudit-org.ezproxy.lib.ucalgary.ca/iderudit/1043236ar>
- Peebles, J.L., Mendaglio, S., & McCowan, M. (2023). The experience of parenting gifted children: A thematic analysis of interviews with parents of elementary-age children. *Gifted Child Quarterly*, 67(1), 18-27. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/00169862221120418>
- Scott, D., Ribeiro, J., Burns, A., Danyluk, P., & Bodnaresko, S. (2017). *A review of the literature on academic writing supports and instructional design approaches within blended and online learning environments*. University of Calgary. <http://hdl.handle.net/1880/51960>
- Towers, J., Hall, J., Rapke, T., Martin, L.C., & Andrews, H. (2017). Autobiographical accounts of students' experiences learning mathematics: A review. *Canadian Journal of Science, Mathematics and Technology Education*, 17(3), 152-164. 10.1080/14926156.2016.1241453 <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1080/14926156.2016.1241453>  
<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/14926156.2016.1241453>
- Towers, J., Takeuchi, M.A., & Martin, L.C. (2018). Examining contextual influences on students' emotional relationships with mathematics in the early years. *Research in Mathematics Education*, 20(2), 146-165. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/14794802.2018.1477058>
- University of Calgary. (2014). *Research integrity policy*. Authors. <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Research-Integrity-Policy.pdf>

#### REQUIRED RESOURCES FOR LEARNING TASK 1: ALL AVAILABLE THROUGH UCALGARY DATABASE EBESCOHOST

- Georgiou, G.K., Kushnir, G., & Parrila, R. (2020). Moving the needle on literacy: Lessons learned from a school where literacy rates have improved over time. *Alberta Journal of Educational Research*, 66(3), 347-359. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=146097770&site=ehost-live>
- Kearns, L-L. (2020). Learning with and from Indigenous people: Navigating transformative pedagogy and privilege in teacher education. *Alberta Journal of Educational Research*, 66(4), 387-405. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=147935471&site=ehost-live>
- Lal, R., Adams, P., & Mombourquette, C. (2021). What are parents' perceptions of the nature of their participation at the high school level? *Alberta Journal of Educational Research*, 67(2), 219-235. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=150864666&site=ehost-live>
- LeMay, L.M. (2021). Continuing to make sense of a narrative conception of hope. *Alberta Journal of Educational Research*, 67(2), 147-158. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=150864662&site=ehost-live>

Shah, M.A. (2022). Teachers as reflective practitioners: From individualism to Vygotskian social constructivism. *Alberta Journal of Educational Research*, 68(3), 297-307.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=159854372&site=ehost-live>

### LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT #1	Infographic critique of research article	Group	25%	May 22, 2024
LT #2	Annotated bibliography & conceptual framework	Individual	25%	June 10, 2024
LT #3	Honours topic research workshop	Individual	20%	July 17, 2024
LT #4	Honours topic paper	Individual	30%	August 6, 2024

### WEEKLY COURSE SCHEDULE:

Date	Topic	Readings/Tasks	Due Dates
Week 1 May 6	Why research in Education matters.	- read and be prepared to discuss the course outline	
Week 2 May 8 & 13	How we know and how we know we know: Critiquing educational research <ul style="list-style-type: none"> <li>• Epistemology</li> <li>• Ontology</li> <li>• The research process</li> </ul>	- Creswell, J.W., & Poth, C.N. (2018)	
Week 3 May 15 & 22	Research in the K-12 classroom: What kinds of questions do we ask and how do we answer them? <ul style="list-style-type: none"> <li>• Paradigmatic orientations of qualitative and quantitative</li> <li>• Methodology/Method</li> <li>• Conceptual frameworks vs. theoretical frameworks</li> </ul>	- Brown, B., & Jacobsen, M. (2016) - examples of conceptual frameworks posted with author permission on D2L from Dr. Katherine Crawford, former EdD student, and Melanie Guglmeim, former MA student.	LT#1 Due in Dropbox May 22 by 11:59pm
Week 4 May 27 & 29	Policy/Document analysis as a starting point <ul style="list-style-type: none"> <li>• Thematic analysis</li> <li>• Academic Integrity</li> <li>• Research Ethics</li> </ul>	- Eaton, S.E. (2017) - University of Calgary. (2014)	
Week 5 June 3 & 5	Understanding secondary research: Finding and evaluating sources  *Choose either the Scott et al., or the Towers et al. literature review.	- Belcher, W.L. (2009) - Scott, D., Ribeiro, J., Burns, A., Danyluk, P., & Bodnaresko, S. (2017) <b>OR</b> Towers, J., Hall, J., Rapke, T., Martin, L.C., & Andrews, H. (2017)	

Week 6	June 10 & 12	Conducting research in the classroom: Design-based Research and Action Research as starting points	<b>June 10</b> - Friesen, S., & Brown, B. (2022)  <b>June 12</b> - Alberta Teachers' Association (n.d.)	LT#2 Due in Dropbox June 10 by 11:59pm
Week 7	June 17	Scenarios for the future – In class Research Design Mini Hackathon	- you will be finding your own sources in class	
<b>EDUC 571B Begins</b>				
Week 1	June 24 & 26	Critical research methodologies <ul style="list-style-type: none"> <li>• Indigenous research methods</li> <li>• Anti-racism research methods</li> </ul> *Choose Louie et al. or Absolon for Indigenous research methodologies	- Louie, D., Poitras Pratt, Y., Hanson, A., & Ottman, J. (2017). <b>OR</b> Absolon, K.E. (2022) - Dei, G. (2005).	
Week 2	July 3	Focusing in on the honours research project in light of the last 9 weeks <ul style="list-style-type: none"> <li>• Data collection</li> <li>• Data analysis</li> <li>• Presenting research results</li> </ul>	- Danyluk, P., & Burns, A. (2021) - Peebles, J.L., Mendaglio, S., & McCowan, M. (2023)	
Week 3	July 8 & 10	Honours research: Drop-in seminars	*Students must attend at least one drop-in session this week. Students will be asked to sign up to ensure smaller, evenly distributed groups	
Week 4	July 15 & 17	Honours research: Drop-in seminars	*Students must attend at least one drop-in session this week. Students will be asked to sign up to ensure smaller, evenly distributed groups	LT#3 Due in Dropbox July 17 by 11:59pm
Week 5	July 22 & 24	Workshop presentations	* Students will give a workshop to their peers based on their honours research topic to date	
Week 6	July 29 & 31	Workshop presentations  What is the responsibility of a teacher to engage with/in research?	- Towers, J., Takeuchi, M.A., & Martin, L.C. (2018)	
Week 7	August 5	Wrap Up and Final Questions	- No reading	LT#4 Due in Dropbox August 6 by 11:59pm

**CHANGES TO SCHEDULE:**

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

**LEARNING TASKS AND ASSESSMENT**

There are 4 required Learning Tasks for this course, 2 which are due within EDUC 571A and 2 which are due within EDUC 571B. Rubrics are provided for all learning tasks and are designed to mirror one another so as to provide clarity. All learning tasks will be graded /15 and this grade will be converted into a percentage. The assessment points on each rubric provide a range of grades available and it is possible to fall between two assessment points (e.x., to receive 14/15).

**LEARNING TASK 1: Infographic critique of research article – Due May 22, 2024 by 11:59pm in Dropbox**

*Purpose of assignment: To provide an opportunity for students to summarize and critique a research article in the company of others and to put this information in a visual form such as will be done later when examining conceptual frameworks.*

This assignment will be done in groups of 2-3 and will require each group to read a research article from a selected list provided by the instructor (see required resources for LT1 at beginning of outline). Each group will be responsible for creating an infographic that both summarizes and critiques the article. The infographic will have, at a minimum, the following components:

- **Title and Author(s)** with full APA 7 citation somewhere on the infographic
- **Research question(s) and or topic** – Some research articles will not explicitly state the research questions and so we as consumers of research must be able to determine what the topic is and whether it is useful to our own investigations.
- **Methodology** – Again, some research articles will state explicitly what the methodology and others may only describe what they did, leaving us to make an informed judgement on what the methodology might have been.
- **Methods** – The methods used are those activities that allowed the researcher to collect data. Depending on the type of article, this may be very empirical or it may be more subjective.
- **Participants** – Some research articles describe studies that occur with human or animal participants and others may rely more on secondary data such as previously published literature or publicly available documents, statistics or websites. Participants here would only include people or animals but if your article does not have participants, use this space to note who contributed to the data sources being used.
- **Data Sources** – What are the data sources that were utilized in the research? Was it interview transcripts, documents, policies...where did the information come from?
- **Primary findings** – Many research articles will tend to delve fairly deeply into the findings and while these are important, many new researchers can become overwhelmed by trying to provide a laundry list of every finding that is given. Using one article this may not be so bad but imagine trying to do this using 30 or 40 articles. So here, consider the primary findings and why they are important.
- **Conclusions/Discussion** – Many would argue this is the most important part of any article. It is here that an author will often try to either answer their own research question or they may simply put forward their interpretations of the importance and relevance of that they have found.
- **Critique** – For the purposes of this assignment, please take space on your infographic to critique the article. Did you see strengths and/or challenges with the work and why? How as a teacher might you interpret and then use the research in this article in your own work?

Your infographic should be concise and not overly text heavy. It should lay out the article for someone who looks at it and provide your critique of the research that was conducted. Much like the posters some of you may have done in EDUC 427, it should convey the information visually as well as textually.

**\*Each group must have a different article.** ensuring this will be handled in class. Please do not begin this assignment assuming you will be doing a particular article.

**\*All members of the group will receive the same grade for this assignment.** If you are experiencing difficulties working within your group, please let the instructor know and alternative arrangements can be made.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**
**Grading Rubric for the Infographic Critique of Research Article**

Attribute	<b>Content (5pts) Quality of understanding demonstrated</b>	<b>Pedagogical Considerations (5pts) Attentive to peers</b>	<b>Presentation (5pts) Quality of composition</b>
Criteria Score	The infographic evidences clarity of understanding and insight in terms of the required elements.	The infographic is “designed to teach.” It moves beyond simple reporting to engage its audience in thoughtful critique.	Visual elements are clear and compelling. The infographic is easy to take in visually as well as textually.
<b>15</b>	Criteria exceptionally met: Work is extraordinary. The article is summarized concisely and articulately. Challenging and significant critiques and/or interpretations are developed with insight and depth. The work displays sophisticated cogent understandings/analyses. The visual element stands as a powerful vehicle for transmitting knowledge on its own. It stands as superior and exemplary.		
<b>12</b>	Criteria met. These are good efforts demonstrating competent, clear, cogent understandings/analyses. The critiques/interpretations reflect the intentions of the assignment and are focused. The visual is an excellent vehicle for the text it supports. The material is clearly and cleanly written and the article is cited properly.		
<b>9</b>	Criteria somewhat met. The work is short of fully satisfying the particular criterion. However deficiencies are minimal and do not significantly compromise the overall quality of the work. The infographic stands as a solid summary of the article if not a well-developed critique. Minimal errors in article citation may be present.		
<b>6</b>	Limited. These are problematic efforts, demonstrating fragmented understandings or weak analyses. The critiques/interpretations may not reflect the intentions of the assignment and/or may not be clearly focused and/or written. Article citation is incorrect or missing. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your infographic. In such instances, a maximum grade of 11/15 can be earned and will be applied to all members of the group.		
<b>3</b>	Acknowledgement of submission. These are efforts that do not demonstrate understanding of the article or what it means to critique the content of an article. The submission may not reflect the intentions of the assignment, and/or may be unfocused, and/or may be poorly written, and/or article citation is missing. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your infographic. In such instances, a maximum grade of 8/15 can be earned and will be applied to all members of the group.		

**Grade /15 will be converted into a percentage and will be worth 25% of the total grade.**

**LEARNING TASK 2: Annotated bibliography and conceptual framework – Due June 10, 2024 by 11:59pm in Dropbox**

*Purpose of assignment: To provide students with an opportunity to extend the skills of summarization and critique that were introduced in the last assignment using articles of relevance to their honours project. In addition, students will extend the visual creation skills in the previous assignment in the creation of a beginning-level conceptual framework using thematic analysis techniques.*

This assignment will be completed individually and will allow you the opportunity to focus your reading on the topic you have chosen for your honours project. To complete this assignment you will need to complete the Annotated Bibliography Template document provided on D2L that will help you to structure your annotated bibliography of 5 articles that you have chosen related to your honours research project. This document will also require you to state the research question you have developed for your chosen topic, provide a brief overview of the document search process you employed to find the 5 articles, and then provide the following information for each article:

- The full APA 7 citation
- Two key findings
- Two key points from the discussion
- One quality direct quote with in-text citation

While reading and annotating the 5 articles will be critical to the completion of the assignment, it will not form the bulk of the grade. You will complete this assignment by engaging in a thematic analysis of the 5 articles chosen. You will then create an initial conceptual framework that you can further build upon in your honours research with your supervisor. On the annotated bibliography template document you will also be asked to write a short paragraph on the process you undertook to engage in the thematic analysis and how this resulted in the conceptual framework submitted. Further details will be provided in class.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2**

<b>Grading Rubric for the Annotated Bibliography and Conceptual Framework</b>			
<b>Attribute</b>	<b>Content of Annotated Bibliography (5pts) Completeness (1 mark / article)</b>	<b>Thematic Analysis (5pts) Evidence of understanding</b>	<b>Conceptual Framework (5pts) Quality of composition</b>
<b>Criteria Score</b>	The annotated bibliography is complete and demonstrates clarity of understanding and insight in terms of the required elements.	Both the conceptual framework and the written thematic analysis demonstrate clarity of understanding in terms of common themes across articles.	Visual elements are clear and compelling. The conceptual framework visually conveys interconnections between common themes.
<b>15</b>	Criteria exceptionally met: Work is extraordinary. The annotated bibliography is complete and each entry is summarized concisely and articulately. The thematic analysis shows insight and depth. The work displays sophisticated cogent understandings/analyses. The visual element stands as a powerful vehicle for transmitting knowledge on its own. It stands as superior and exemplary.		
<b>12</b>	Criteria met. These are good efforts demonstrating competent, clear, cogent understandings/analyses. The annotated bibliography is complete and each entry is summarized concisely and articulately. The thematic analysis is clear but may lack some depth. The visual element is an excellent vehicle for the text it supports. The material is clearly and cleanly written and all citations are correct.		
<b>9</b>	Criteria somewhat met. The work is short of fully satisfying the particular criterion. However, deficiencies are minimal and do not significantly compromise the overall quality of the work. The annotated bibliography may lack rigour but is mostly complete. The thematic analysis lacks depth but there is evidence of thought in its creation. The visual element stands as a solid summary of the annotated bibliography if not the thematic analysis. Minimal errors in citation may be present.		
<b>6</b>	Limited. These are problematic efforts, demonstrating fragmented understandings or weak analyses. The annotated bibliography is incomplete may not reflect the intentions of the assignment and/or may not be clearly focused and/or written. The thematic analysis is incomplete and does not evidence understanding of the common themes. The visual element demonstrates a lack of understanding regarding its purpose. Article citation is incorrect or missing. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your annotated bibliography and conceptual framework. In such instances, a maximum grade of 11/15 can be earned.		
<b>3</b>	Acknowledgement of submission. These are efforts that do not demonstrate understanding of the assignment and/or is incomplete as to be unable to fulfill the requirements to a level necessary for assessment. The submission may not reflect the intentions of the assignment, and/or may be unfocused, and/or may be poorly written, and/or article citation is missing. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your annotated bibliography and conceptual framework. In such instances, a maximum grade of 8/15 can be earned.		

**Grade /15 will be converted into a percentage and will be worth 25% of the total grade.**



**LEARNING TASK 3: Honours research project workshop**

- Due July 17, 2024 by 11:59pm in Dropbox (Slides or other presentation medium)

- Due July 22, 24, 29 or 31, 2024 in class (Live workshop presentation)

*Purpose of assignment: To provide students with an opportunity to further their research within their chosen honours topic area and to receive initial feedback from their peers. Students will also begin to consider the role of dissemination in research and to consider the most impactful ways of presenting their findings to others, with a particular focus on K-12 teachers.*

This assignment will be completed individually and will allow you to both further your reading in your topic area as well as consider the role of dissemination in the research process. You will be asked to create a 10-15 minute workshop for K-12 teachers that includes the 5 articles from the previous assignment plus an additional 5 articles for a total of 10 references. Your classmates will act as the teachers for the purposes of your workshop and as such you will want to engage and include them in an interactive way. Your workshop will build upon learning task 1 and 2 by asking you to consider similar elements. As such you will need to include the following:

- **Title** of your research presentation
- **Research question** that you have developed to guide your research.
- **Methodology/Methods** – Given the nature of the assignment and of the honours program structure, many if not all of you will be conducting secondary research meaning the data you will analyze has been collected by someone else. In this section of your presentation describe the data sources that you will/have access and your approach to collecting it. Be sure to include the literature that you have found but you may also want to include different sources of data if you and your supervisor are working together on other elements of their research.
- **Primary findings** – This includes the thematic analysis that you have done on the 10 articles required of this project, however you may also include other findings if you have done this kind of work with your supervisor.
- **Updated conceptual framework** – Include an updated conceptual framework, initially developed in learning task 2, that shows how the additional reading you have been doing has impacted your understanding of the topic.
- **Conclusions/Discussion** – What are your interpretations of the literature so far and how is your thematic analysis beginning to answer your research question?
- **Connecting theory to practice** – Offer the teachers in your workshop concrete ideas as to how they can interpret your research and then use the ideas within to make changes or implement new ideas into their classrooms. Be sure to give them a few ideas and then engage them to come up with their own ideas.

The elements above do not need to be addressed in order, although they can be if that is your choice. Instead, we encourage you to be creative and engaging. Get your teacher participants involved while still providing them with the rich findings and conclusions you have to this point.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 3**
**Grading Rubric for the Honours Research Project Workshop**

Attribute	<b>Content (5pts) Quality of understanding demonstrated</b>	<b>Pedagogical Considerations (5pts) Attentive to peers</b>	<b>Presentation (5pts) Quality of composition and delivery</b>
Criteria Score	The content of the presentation evidences clarity of understanding and insight in terms of the required elements.	The workshop is “designed to teach.” It moves beyond simple reporting to engage its audience in connecting theory to practice.	The presentation is clear and engaging and delivered in an interactive way.
<b>15</b>	Criteria exceptionally met: Work is extraordinary. The content of the workshop is presented articulately and clearly. Challenging and significant themes/interpretations are presented with insight and depth. The work displays sophisticated cogent understandings/analyses. The workshop challenges both the presenter and the audience to critically connect theory to real-world examples of teaching practice. The workshop is interactive and engaging with clear use of visuals that transmit knowledge on their own. It stands as superior and exemplary.		

12	Criteria met. These are good efforts demonstrating competent, clear, cogent understandings/analyses. The themes/interpretations reflect the intentions of the assignment and are focused. The presenter offers ideas for connecting theory to practice which audience members are asked to consider. The workshop is delivered well and offers some opportunities for interactivity. The workshop is clearly and cleanly written and visuals support the information. Citations are correct and provided appropriately.
9	Criteria somewhat met. The work is short of fully satisfying the particular criterion. However, deficiencies are minimal and do not significantly compromise the overall quality of the work. The themes/interpretations, while perhaps lacking depth, do attend to the topic of the workshop. The presenter does not offer ideas for connecting theory to practice but does ask audience to consider this possibility. The workshop is delivered well and while it is not particularly interactive, it is engaging. The workshop stands as a solid summary of the data being presented but visuals may not support this. Minimal errors in article citation may be present.
6	Limited. These are problematic efforts, demonstrating fragmented understandings or weak analyses. The themes/interpretations may not reflect the intentions of the assignment and/or may not be clearly focused and/or written. The presenter does not address the need to connect theory to practice and does not give adequate opportunity for audience members to consider this possibility. The workshop, while complete with both text and visuals, is delivered in a lecture format where information is read for the audience and does not offer any impactful opportunities for engagement. Article citation is incorrect or missing. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your workshop slides or other presentation medium. Please note students will not be permitted to redo the live presentation. In such instances, a maximum grade of 11/15 can be earned.
3	Acknowledgement of submission. These are efforts that do not demonstrate understanding of the assignment or of the data being presented. The submission may not reflect the intentions of the assignment, and/or may be unfocused, and/or may be poorly written, and/or article citation is missing. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your workshop slides or other presentation medium. Please note students will not be permitted to redo the live presentation. In such instances, a maximum grade of 8/15 can be earned.

**Grade /15 will be converted to a percentage and will be worth 20% of the final grade.**

#### **LEARNING TASK 4: Draft of Honours Research Paper (8-10 pages)– Due August 7, 2024 by 11:59pm in Dropbox**

*Purpose of assignment: Students will begin to integrate their experiences in this course by submitting the first 8-10 pages of their honours research paper. Students will submit a draft version of the beginning of their honours research paper in which they will identify the research question, provide the beginning of a literature review which includes 10 articles, the proposed methodology, the primary findings up to this point, an updated conceptual framework, conclusions about the literature, and a description of how this research question relates to the classroom practice.*

This assignment will be completed individually and should include the following:

- **Title of your research presentation**
- **Research question** that you have developed to guide your research.
- **Methodology/Methods** – Given the nature of the assignment and of the honours program structure, many if not all of you will be conducting secondary research meaning the data you will analyze has been collected by someone else. In this section of your presentation describe the data sources that you will/have accessed and your approach to collecting it. Be sure to include the literature that you have found but you may also want to include different sources of data if you and your supervisor are working together on other elements of their research.
- **Primary findings** – This includes the thematic analysis that you have done on the 10 articles required of this project, however you may also include other findings if you have done this kind of work with your supervisor.
- **Updated conceptual framework** – Include an updated conceptual framework, initially developed in learning task 2, that shows how the additional reading you have been doing has impacted your understanding of the topic.
- **Conclusions/Discussion** – What are your interpretations of the literature so far and how is your thematic analysis beginning to answer your research question?

The intent of this paper is to submit a draft version of the beginning of your honours paper for feedback. All citations should be in APA 7. The feedback from your instructor will provide you with plan for expanding on your paper prior to its final submission.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 4**

**Grading Rubric for the Reflections of a Future Teacher-Researcher**

Attribute	<b>Connections between Course Learning and Reflection (5pts)</b>	<b>Completeness of the Response (5pts)</b>	<b>Quality of Composition (5pts)</b>
Criteria Score	The written paper demonstrates cogent, thoughtful, specific connections between course learning and personal reflection.	The written paper concisely but with insight and depth addresses the three required questions.	The writing employed is clear, scholarly and functionally correct.
<b>15</b>	Criteria exceptionally met: Work is extraordinary. The written paper demonstrates a sophisticated, thoughtful and cogent connection between the learning in the course and the personal reflections of the author. The written paper is complete and shows insight and depth. The writing employed is free of grammatical and typing errors and is written in an eloquent and scholarly tone. If used, all citations are correct and complete. It stands as superior and exemplary.		
<b>12</b>	Criteria met. These are good efforts demonstrating competent, clear connections between course learning and personal reflection. The written paper is complete and clear but may lack some depth. The material is clearly and cleanly written and, if used, all citations are correct.		
<b>9</b>	Criteria somewhat met. The work is short of fully satisfying the particular criterion. Deficiencies are minimal and do not significantly compromise the overall quality of the work. The written paper may lack depth but does address course learning. The paper is mostly complete and addresses the three questions although in a surface manner. Minimal errors in writing and, if used, citations may be present and the writing style may occasionally be less clear.		
<b>6</b>	Limited. These are problematic efforts, demonstrating fragmented understandings or a lack of understanding of course learning. The written paper may not reflect the intentions of the assignment and/or may not be clearly focused and/or written. The paper does not address all three of the questions and those questions addressed are done so in a cursory manner. Errors in grammatical structure and/or unclear writing style compromise the overall quality of the work. Articles, if used, are incorrectly cited or citations are missing. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your written reflection. In such instances, a maximum grade of 11/15 can be earned.		
<b>3</b>	Acknowledgement of submission. These are efforts that do not demonstrate understanding of the assignment and/or is incomplete as to be unable to fulfill the requirements to a level necessary for assessment. The submission may not reflect the intentions of the assignment, and/or may be unfocused, and/or may be poorly written, and/or article citation, if required, is missing. Should you receive an initial grade in this range, you will be provided with feedback and invited to revise your written reflection. In such instances, a maximum grade of 8/15 can be earned.		

**Grade /15 will be converted to a percentage and will be worth 30% of the final grade.**

### THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

### EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students who do not meet the extended deadline or who do not request an extension prior to the deadline may be given a mark of 0. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

### ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion. All group members will receive the same grade unless specific and concrete evidence exists to suggest this is inappropriate.

**GRADING**

<b>Grade</b>	<b>GPA Value</b>	<b>%</b>	<b>Description per U of C Calendar</b>
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

**Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

**Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

**Attendance/ Prolonged Absence**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments

during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit**

**<https://www.ucalgary.ca/registrar/registration/course-outlines>**

**Education Students Association (ESA)** President for the academic year is Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is TBA