



COURSE TITLE:			
Course Number	EDER 678.69: Ethics in Education		
Program/Specialization	MEd Interdisciplinary Topic: Leading and Learning in a Digital Age		
Academic Coordinator	Dr Barb Brown		
Pre/Co-Requisites	None		
Faculty / Department	Werklund School of Education, Graduate Programs in Education		
Instructor Name	Dr Verena Roberts	Email	verena.roberts@ucalgary.ca
Instructor Email Policy	Responds to @ucalgary emails within 24 hours on weekdays		
Class Dates	Winter Term 2020, January 13 – April 15, 2020		
Class Days/Times	Weekly online activities and online class participation through D2L. Thursday, Jan 16, 2020 (5:45 -7:15 pm MST) Tuesday, February 5, 2020 (7-8 pm MST) Thursday, March 5, 2020 (5:45- 7:15 pm MST) Thursday, March 26, 2020 (5:45-7:15 pm MST)		
Class Location	In Zoom (TBA)		

Important Term Dates:

First day of Classes: Monday, January 13, 2020

Last day to Drop a class: Thursday, January 23, 2020

Last day to Add a class: Friday, January 24, 2020

Mid-term break (no classes scheduled): Sunday – Saturday, February 16-22, 2020

Last day of Classes: Wednesday, April 15, 2020

Last day to Withdraw: Wednesday, April 15, 2020

Last day to request Deferral of Term Work*: Wednesday, April 15, 2020

COURSE DESCRIPTION:

In this course, students will examine safe and ethical use of technology in digital learning environments. Students will explore the ubiquitous influence and complexities of technology in a participatory culture and the evolving issues that confront communities. Students will explore how elements of a participatory culture and the ethical implications involved, can serve to support and change how curriculum outcomes are approached and how to navigate and lead in a complex culture where the line between consumers and producers is blurring.

SYNCHRONOUS SESSIONS:

There will be three synchronous zoom sessions throughout the term. Each session will be scheduled for 1.5 hours and will be recorded. Additional individual or small group zoom sessions may be scheduled with the instructor as needed. There will be one synchronous twitterchat.

- Zoom Webinar: Thursday, Jan 16, 2020 (5:45-7:15 pm MST)
- #ABOERJC Twitterchat: Tuesday, February 5, 2020 (7-8 pm MST)
- Zoom Webinar: Thursday, March 5, 2020 (5:45-7:15 pm MST)
- Zoom Webinar: Thursday, March 26, 2020 (5:45-7:15 pm MST)

LEARNER OUTCOMES:

By the end of this course, students should be able to:

- Examine research and evidence based practices with regard to ethics and technology issues, be able to discuss them and apply them to online collaborative learning
- Reflect on the process of learning to assess the value of a web resources and ways to effectively engage users with the underlying ethical issues for any web resource
- Engage in knowledge-building discourse with peers; clearly articulate the ethical implications of technology for students from K to university and professional settings
- Explore the value, benefits, challenges, opportunities, and strategies for educational software, understand the link between designers, users, and other stakeholders and identify the ethical issues that emerge, from surveillance to record keeping to archival records and plagiarism
- Analyze the links between mobile technologies, social media sites, 'digital natives', the digital divide and use of computer technologies (web 2.0 tools) in classrooms of different kinds, exploring ways forward to nurturing ethical awareness in educational environments making use of digital media
- Discuss and analyze competing claims with regard to the value of technology in education, from utopian to dystopian to practical possibilities of web 2.0 tools for inclusive, participatory, democratic and pluralistic educational paradigms

COURSE DESIGN AND DELIVERY: ONLINE CO-DESIGN

INTEGRATION OF FULLY ONLINE PARTICIPATION WITH THE DEVELOPMENT OF COLLABORATIVE OPEN PRESSBOOK

The Ethics and Technology course is one of four courses in the Leading in a Digital Age topic, in the Werklund School of Education's MED Interdisciplinary degree pathway. Graduate students in the Learning Science specialization are given the opportunity to experience and demonstrate evidence of their learning in multiple ways throughout this certificate program. In this particular course, students demonstrate their digital literacy abilities, as well as their ability to ethically share and build knowledge collaboratively in online environments, by engaging as an active participant in co-designing their learning experience with the instructor and student peers.

Learning is a shared responsibility. As such, in this course, the students will explore the ways in which students and instructors can share the process of co-designing learning within one graduate course. The students and instructor will co-design and develop an open educational resource (OER), in this case a pressbook, as a framework for co-designing participatory pedagogy and conditions for learning. Pressbooks are a sustainable and openly shared digital publishing tool to create an openly licensed digital textbook that current and future students can reuse, revise and remix with others. The pressbook is being created and hosted in conjunction with the Taylor Family Digital Library as a pilot for other University of Calgary courses.

Throughout this course, each student will have the opportunity to create and co-design one chapter in a collaborative open pressbook on the Ethics of Educational Technology that will be shared and used by other students and educators across Alberta, across Canada and around the world. Instead of multiple separate assignments, students will iteratively complete one chapter which will be developed through multiple stages and checkpoints throughout the course in addition to a final reflective assignment that considers perspectives on their co-learning process. The students will develop their own chapters based on current research, which emphasizes

the pedagogical need for the instructor to provide contextual, relevant and authentic learning experiences for students by being an active participant in the learning process.

In accordance with policies to support student learning, students will also have the choice to not share their work publicly and or not participate in the pressbook and to instead hand in their assignments into the instructor directly.

The role of the instructor is to facilitate the work and to support students as they engage in the learning tasks. The course is designed to ensure the students connect and interact with multiple feedback loops throughout the course. The feedback loops include group feedback, outside of the class feedback and instructor feedback. The instructor will also provide students with ongoing, timely, and constructive feedback to further their learning and growth in interdisciplinary learning and technology.

This course will take place online via Desire2Learn (D2L) and zoom. When unable to participate live in synchronous whole-class zoom sessions due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement a plan to participate (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). We recognize the importance of working in collaboration with others and learning with others in a scholarly community of inquiry and have designed learning tasks accordingly. Active participation is encouraged and will yield the greatest outcomes in terms of the quality of the learning experience.

REQUIRED READINGS:

Baker, R.S & Inventado, P.S. (2016). Educational Data Mining and Learning Analytics: Potentials and Possibilities for Online Education. In G. Veletsianos (Ed.), *Emergence and innovation in digital learning: Foundations and applications*. Edmonton, Canada: AU Press. Retrieved from: <http://www.aupress.ca/index.php/books/120258>

Bourgeois, D. (2019). Chapter 12: The Ethical and Legal Implications of Information Systems Information Systems for Business and Beyond. In D. Bourgeois (Ed), *Information Systems for Business and Beyond* (2019). Pressbooks: Open Textbook Site. Minneapolis, MN. Retrieved from <https://opentextbook.site/informationssystem2019/chapter/chapter-12-the-ethical-and-legal-implications-of-information-systems-information-systems-introduction/>

Bulger, M. (2016). Personalized learning: The conversations we're not having. Working Paper 07.22.2016. *Data and Society Research Institute*. Retrieved from https://datasociety.net/pubs/ecl/PersonalizedLearning_primer_2016.pdf.

Cramer, M., & Hayes, G. (2010). Acceptable Use of Technology in Schools: Risks, Policies, and Promises. *IEEE Pervasive Computing*, 9(3), 37-44.

DeRosa, R., & Robinson, S. (2017). From OER to Open Pedagogy: Harnessing the Power of Open. In R. Biswas-Diener & R. S. Jhangiani (Eds.), *Open: The philosophy and practices that are revolutionizing education and science*. London: Ubiquity Press. Retrieved from [https://www.ubiquitypress.com/site/books/10.5334/bbc/read/#epubcfi\(/6/2\[id001\]!/4/1:0\)](https://www.ubiquitypress.com/site/books/10.5334/bbc/read/#epubcfi(/6/2[id001]!/4/1:0))

Farrow, R. (2016). A Framework for the Ethics of Open Education. *Open Praxis*, 8(2), 93-109.

Freedom of Information and Protection of Privacy Act. Revised Statutes of Alberta 2000, Chapter F-25. Retrieved from http://www.qp.alberta.ca/1266.cfm?page=F25.cfm&leg_type=Acts&isbncln=9780779762071

Gilliard, C. (2017). *Pedagogy and the Logic of Platforms*. Retrieved from <https://er.educause.edu/articles/2017/7/pedagogy-and-the-logic-of-platforms>

Haythornthwaite, C. (2015). Rethinking learning spaces: networks, structures, and possibilities for learning in the twenty-first century. *Communication Research and Practice*, 1(4), 292-306. <http://dx.doi.org/10.1080/22041451.2015.1105773>

Hodson, J., Gosse, C., Veletsianos, G., Houlden, S. (2018). I Get By With a Little Help From My Friends: The Ecological Model and Support for Women Scholars Experiencing Online Harassment. *First Monday*, 23(8). doi: <https://doi.org/10.5210/fm.v23i8.9136>

InfoSec. (2014). *The Essentials of an Acceptable Use Policy*. [Weblog] Retrieved from: <https://resources.infosecinstitute.com/essentials-acceptable-use-policy/#gref>

Kimmons, R. (2015). OER quality and adaption in K-12, Comparing teacher evaluations of copyright-restricted, open, and open/adapted textbooks. *The International Review of Research in Open and Distributed Learning*. 16(3).

Lambert, S.R. (2018). Changing our (Dis)Course: A Distinctive Social Justice Aligned Definition of Open Education. *Journal of Learning for Development*. Vol. 5, No. 3. Retrieved from: <https://jl4d.org/index.php/ejl4d/article/view/290/334>

Martindale, T. & Dowdy, M. (2016). Issues in Research, Design, and Development of Personal Learning Environments. In G. Veletsianos (Ed.), *Emergence and Innovation in Digital Learning*. Athabasca Press. Retrieved from <http://www.aupress.ca/index.php/books/120258>

Raj, M., Seamans, R. (2019). Primer of artificial intelligence and robotics. *Journal of Organizational Design*. 8:11. pp.1-14. DOI: 10.1186/s41469-019-0050-0

Regan, P., & Jesse, J. (2019). Ethical challenges of edtech, big data and personalized learning: Twenty-first century student sorting and tracking. *Ethics and Information Technology*, 21(3), 167-179. DOI: 10.1007/s10676-018-9492-2

Rheingold, H. (2012). Chapter 2 Crap Detection 101: How to Find What you Need to Know, and Decide if It's True. *Net Smart: How to Thrive Online*. Cambridge, Mass. MIT Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3339401&ppg=88>

Richardson, R., Schultz, J., & Crawford, K., (2019). Dirty Data, Bad Predictions: How Civil Rights Violations Impact Police Data, Predictive Policing Systems, and Justice. *New York University Law Review Online*. Available at SSRN: <https://ssrn.com/abstract=3333423>

Rothwell, D. (2017). *Social Media in K-12 Schools*. BOLT Multi-authored Blog. [Weblog]. Retrieved from <http://bolt.athabascau.ca/index.php/2017/09/01/social-media-in-k-12-schools/>

WEEKLY COURSE SCHEDULE:

A detailed, suggested daily schedule of Course Topics / activities. This schedule may change to meet the emerging needs and dynamics of the participants in the course.

Dates	Topics	Student Readings and Tasks	Instructor Tasks	Assignment Due Dates
Precourse		Review course outline & start course readings Introduce yourself in D2L	<ul style="list-style-type: none"> Welcome message Facilitate Introductions 	
Jan 13-19, 2019	Topic 1: Full Disclosure <ul style="list-style-type: none"> Ethics of Open Education Framework Ethical Issues in Digital Teaching & Learning 	Readings: Farrow, R. (2016). A Framework for the Ethics of Open Education. <i>Open Praxis</i> , 8(2), 93-109. Weekly Activities: <ul style="list-style-type: none"> Zoom Webinar, Jan 16, 2020 Participate in Participatory Learning Activity Topic 1: #Edtechethics Review Activity Complete Topic 1 Draft 1 	<ul style="list-style-type: none"> Develop learning relationships Review Course Outline including Co-Design Focus Facilitate Webinar Create Course Feedback groups 	Hand in Participatory Learning Activity Topic 1: #Edtechethics Review Activity Due Jan. 19, 2019
Jan 20-26, 2019	<ul style="list-style-type: none"> Searching for & Finding Credible Resources 	Readings: Rheingold, H. (2012). Chapter 2 Crap Detection 101: How to Find What you Need to Know, and Decide if It's True. In <i>Net Smart: How to Thrive Online</i> . (pp. 77-111). Cambridge, Mass. MIT Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3339401&ppg=88 Online resources: Power Searching with Google: https://coursebuilder.withgoogle.com/sample/course?use_last_location=true Weekly Activities: <ul style="list-style-type: none"> Participate in "in class group" Feedback Loops 	<ul style="list-style-type: none"> Develop learning relationships Reflect upon course co-design 	

		<ul style="list-style-type: none"> Edit Topic 1 Draft 1, Complete Draft 2 		
Jan 27-Feb 2, 2019	<ul style="list-style-type: none"> Assessing & Evaluating Web Resources Copyright, Fair Use & Creative Commons Licensing 	<p>Readings: Kimmons, R. (2015). OER quality and adaptation in K-12: Comparing teacher evaluations of copyright-restricted, open, and open/adapted textbooks. <i>The International Review of Research in Open and Distributed Learning</i>, 16(5).</p> <p>Weekly Activities:</p> <ul style="list-style-type: none"> How to Build an Open Pressbook Template Activity Participate in “outside class” Feedback loops Edit Topic 1 Draft 2, Complete Draft 3 Complete Instructor Course Online Feedback Survey 	<ul style="list-style-type: none"> Develop learning relationships Reflect upon course co-design 	Hand in Topic 1 Draft 3 to Dropbox for Instructor Feedback
Feb 3 – 9, 2019	<p>Topic 2: Privacy & data security and Informed Consent</p> <ul style="list-style-type: none"> Current Issues in privacy & data security and informed consent 	<p>Readings: Regan, P., & Jesse, J. (2019). Ethical challenges of edtech, big data and personalized learning: Twenty-first century student sorting and tracking. <i>Ethics and Information Technology</i>, 21(3), 167-179. DOI: 10.1007/s10676-018-9492-2</p> <p>Bulger, M. (2016). Personalized learning: The conversations we’re not having, Working Paper 07.22.2016. <i>Data and Society Research Institute</i>. Retrieved from https://datasociety.net/pubs</p>	<ul style="list-style-type: none"> Feedback Topic 1 Analyze Instructor Course Online Feedback Survey Make changes to Learning Design Facilitate #ABOERJC Twitterchat 	Hand in Participatory Learning Activity Topic 2 Due Feb. 9, 2019

		<p>/ecl/PersonalizedLearning_p rimer_2016.pdf.</p> <p>Weekly Activities:</p> <ul style="list-style-type: none"> • #ABOERJC Twitterchat – February 5, 2020 • Participatory learning activity: Participate in #ABOERJC Twitter chat and/or write up reflection • Complete Topic 2 Draft 1 		
Feb 10- 16	<ul style="list-style-type: none"> • Privacy Law and Policies • Development of Acceptable Use Policies 	<p>Readings:</p> <p>Bourgeois, D. (2019). Chapter 12: The Ethical and Legal Implications of Information Systems Information Systems for Business and Beyond. In D. Bourgeois (Ed), Retrieved from <i>Information Systems for Business and Beyond (2019)</i>. Pressbooks: Open Textbook Site. Minneapolis, MN. Retrieved from https://opentextbook.site/in formationsystems2019/chap ter/chapter-12-the-ethical- and-legal-implications-of- information-systems- information-systems- introduction/</p> <p>Freedom of Information and Protection of Privacy Act. Revised Statutes of Alberta 2000, Chapter F-25. Retrieved from http://www.qp.alberta.ca/1 266.cfm?page=F25.cfm&leg _type=Acts&isbncln=978077 9762071</p> <p>InfoSec. (2014). The Essentials of an Acceptable Use Policy. [Weblog] Retrieved from:</p>	<ul style="list-style-type: none"> • Develop learning relationships • Reflect upon course co- design 	

		https://resources.infosecinstitute.com/essentials-acceptable-use-policy/#gref Weekly Activities: <ul style="list-style-type: none"> • Participate in “in class group” Feedback Loops • Edit Topic 2 Draft 1, Complete Draft 2 		
Feb 17-23 Mid-term Break				
Feb 24-March 1	<ul style="list-style-type: none"> • Learning Analytics • Artificial Intelligence 	Readings: Baker, R.S & Inventado, P.S. (2016). Educational Data Mining and Learning Analytics: Potentials and Possibilities for Online Education. In In G. Veletsianos (Ed.), <i>Emergence and innovation in digital learning: Foundations and applications</i> . Edmonton, Canada: AU Press. Retrieved from: http://www.aupress.ca/index.php/books/120258 Raj, M., Seamans, R. (2019). Primer of artificial intelligence and robotics. <i>Journal of Organizational Design</i> . 8:11. pp.1-14. DOI: 10.1186/s41469-019-0050-0 Weekly Activities <ul style="list-style-type: none"> • Participate in “outside class” Feedback loops • Edit Topic 2 Draft 2, Complete Topic 2-Draft 3 	<ul style="list-style-type: none"> • Develop learning relationships • Reflect upon course co-design 	Hand in Topic 2 Draft 3 to Dropbox for Instructor Feedback

		<ul style="list-style-type: none"> Complete Instructor Course Online Feedback Survey 		
March 2- 8	Topic 3: Avoid harm / minimize risk & Integrity <ul style="list-style-type: none"> Current issues in avoiding harm and minimizing risk 	Readings: Lambert, S.R. (2018). Changing our (Dis)Course: A Distinctive Social Justice Aligned Definition of Open Education. <i>Journal of Learning for Development</i> . Vol. 5, No. 3. Pp Retrieved from: https://jl4d.org/index.php/ej4d/article/view/290/334 Rothwell, D. (2017). <i>Social Media in K-12 Schools</i> . BOLT Multi-authored Blog. [Weblog]. Retrieved from http://bolt.athabasca.ca/index.php/2017/09/01/social-media-in-k-12-schools/ Weekly Activities: <ul style="list-style-type: none"> Zoom Webinar: Thursday, March 5, 2020 Participatory Activity Topic 3: Create and reflect upon a Visitor and Resident Map. Complete Topic 3- Draft 1 	<ul style="list-style-type: none"> Feedback Topic 2 Analyze Instructor Course Online Feedback Survey Make changes to Learning Design Facilitate Digital Debate 	Hand in Participatory Learning Activity Topic 3. Due March 8, 2019
March 9- 15	<ul style="list-style-type: none"> Safe Learning Spaces 	Readings: Hodson, J., Gosse, C., Veletsianos, G., Houlden, S. (2018). I Get By With a Little Help From My Friends: The Ecological Model and Support for Women Scholars Experiencing Online Harassment. <i>First Monday</i> , 23(8). doi: https://doi.org/10.5210/fm.v23i8.9136 Kral, I. & Schwab, R.G. (2012). Chapter 4: Design	<ul style="list-style-type: none"> Evaluate Participatory Learning Activity Develop learning relationships Reflect upon course co-design 	

		<p>Principles for Indigenous Learning Spaces. Safe Learning Spaces. Youth, Literacy and New Media in Remote Indigenous Australia. ANU Press.http://doi.org/10.22459/LS.08.2012 Retrieved from: https://press.anu.edu.au/publications/learning-spaces%E2%BB%BF</p> <p>Weekly Activities:</p> <ul style="list-style-type: none"> • Participate in “in class group” Feedback Loops • Edit Topic 3 Draft 1, Complete Topic 3-Draft 2 		
March 16- 22	<ul style="list-style-type: none"> • Banning Technology 	<p>Readings: Cramer, M., & Hayes, G. (2010). Acceptable Use of Technology in Schools: Risks, Policies, and Promises. <i>IEEE Pervasive Computing</i>, 9(3), 37-44.</p> <p>Weekly Activities</p> <ul style="list-style-type: none"> • Participate in “outside class” Feedback loops • Edit Topic 3 -Draft 2, Complete Topic 3-Draft 3 • Complete Instructor Course Online Feedback Survey 	<ul style="list-style-type: none"> • Develop learning relationships • Reflect upon course co-design 	Hand in Topic 3 Draft 3 to Dropbox for Instructor Feedback
March 23-29	<p>Topic 4: Respect for Participant Autonomy AND Independence</p> <ul style="list-style-type: none"> • Current Issues in respect for participant 	<p>Readings: Martindale, T. & Dowdy, M. (2016). Issues in Research, Design, and Development of Personal Learning Environments. In G. Veletsianos (Ed.), <i>Emergence and Innovation in Digital Learning</i>.</p>	<ul style="list-style-type: none"> • Feedback Topic 3 • Analyze Instructor Course Online Feedback Survey 	Hand in Participatory Learning Activity Topic 4. Due March 29, 2019

	<p>autonomy and independence</p> <ul style="list-style-type: none"> • Participatory learning opportunities 	<p>Athabasca Press. Retrieved from http://www.aupress.ca/index.php/books/120258</p> <p>Gilliard, C. (2017). <i>Pedagogy and the Logic of Platforms</i>. Retrieved from https://er.educause.edu/articles/2017/7/pedagogy-and-the-logic-of-platforms</p> <p>Richardson, R., Schultz, J., & Crawford, K., (2019). Dirty Data, Bad Predictions: How Civil Rights Violations Impact Police Data, Predictive Policing Systems, and Justice. <i>New York University Law Review Online</i>. Available at SSRN: https://ssrn.com/abstract=3333423</p> <p>Weekly Activities:</p> <ul style="list-style-type: none"> • Zoom Webinar March 26 • Participatory Learning Activity Topic 4: Demonstrate Evidence of your Personal Learning Network • Complete Topic 4-Draft 1 	<ul style="list-style-type: none"> • Make changes to Learning Design • Facilitate Webinar 	
March 30- April 5	<ul style="list-style-type: none"> • Digital Redlining • Predictive Analytics 	<p>Readings:</p> <p>No new readings. 3 Readings previous week.</p> <p>Weekly Activities:</p> <ul style="list-style-type: none"> • Participate in “in class group” Feedback Loops 	<ul style="list-style-type: none"> • Evaluate Participatory Learning Activity • Develop learning relationships 	

		<ul style="list-style-type: none"> Edit Topic 4- Draft 1, Complete Topic 4- Draft 2 	<ul style="list-style-type: none"> Reflect upon course co-design 	
April 6-14	<ul style="list-style-type: none"> Student-Centered learning: Emerging Trends in Digital Learning 	<p>Readings:</p> <p>DeRosa, R., & Robinson, S. (2017). From OER to Open Pedagogy: Harnessing the Power of Open. In R. Biswas-Diener & R. S. Jhangiani (Eds.), <i>Open: The philosophy and practices that are revolutionizing education and science</i>. London: Ubiquity Press. Retrieved from https://www.ubiquitypress.com/site/books/10.5334/bbc/read/#epubcfi(/6/2[id001]!/4/1:0)</p> <p>Haythornthwaite, C. (2015). Rethinking learning spaces: networks, structures, and possibilities for learning in the twenty-first century. <i>Communication Research and Practice</i>, 1(4), 292-306. http://dx.doi.org/10.1080/2041451.2015.1105773</p> <p>Weekly Activities</p> <ul style="list-style-type: none"> Participate in “outside class” Feedback loops Edit Topic 4- Draft 2, Complete Topic 4- Draft 3 	<ul style="list-style-type: none"> Develop learning relationships Reflect upon course co-design 	Hand in Final Pressbook Chapter, to Dropbox. <i>Must be an uploaded as a word document</i> . Due April 13, 2019
April 15 (Final Day of Class)				Hand in Final Course Reflection to Dropbox. Please check medium with instructor BEFORE uploading to

				Dropbox. Due April 15, 2019
End of April		Student participant recruitment & research consent for: <ul style="list-style-type: none"> • Student Interviews on co-design process • Student reflection (final assignment) • Student digital content and artifacts Student digital content & instructor-student communication (emails, D2L discussions)	Complete Final Course Assessment for Open Pressbook Chapter (Learning Task 1) and Final Course Reflection (Learning Task 3) Grades handed in	<ul style="list-style-type: none"> • Possible consent for Student Interviews • Consent for Collection of: student digital content • Consent for Instructor-student communication (emails, D2L discussions)

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur in response to student questions and conversations.

LEARNING TASKS AND ASSESSMENT

There are 3 required Learning Tasks for this course.

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE	DUE DATE
Learning Task #1	Development of Open Pressbook Chapter	50%	April 13, 2019
Learning Task #2	Participatory Learning Activities <ul style="list-style-type: none"> • Topic 1 -Participatory Learning Activity: #Edtechethics Review Activity (5%) • Topic 2 – Participatory Learning Activity: Participate in Twitter chat and/or write a reflection about the twitter chat (5%) Due Date: 	25%	Topic 1: January 19, 2019 Topic 2: February 9, 2019

	<ul style="list-style-type: none"> • Topic 3 – Participatory Learning Activity: Create and reflect upon a Visitor and Resident Map. (5%) Due Date: • Topic 4 - Participatory Learning Activity: PLN: Demonstrate evidence and awareness of your Personal Learning Network. (5%) Due Date: 		<p>Topic 3: March 8, 2019</p> <p>Topic 4: March 29, 2019</p>
Learning Task #3	Final Course Reflection Activity.	25%	April 15, 2019

1. LEARNING TASK 1: Development of Open Pressbook Chapter - DUE: April 13, 2019, 50 %

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

There are four major topics covered in the course based on the course objectives and learner outcomes. At the beginning of the course, graduate students will be invited to choose a personally relevant issue in Ethics in Education that they will examine in more depth throughout the course. As the course proceeds, the students will connect their ethics issue to one or more of the major course topics by building upon their open pressbook chapter.

The course is split into four topics which need to be included in your open chapter. You will be developing, writing and building your chapter by topic throughout the course. Each topic is split into three week components. You are expected to hand in a draft copy of your chapter at the end of topics 1-3 and a final copy of your chapter at the end of topic 4.

The topics are designed to support you as you write your chapter through feedback loops:

- The first week is guided by the instructor and will include a participatory learning activity to act as a provocation to help connect the key concepts and ideas of the topic.
- The second week you are expected to expand your draft of your chapter. You will share your draft with your in class peer feedback group and you will give and receive feedback on your specific “topic focus” for that week.
- The third week you are expected to continue to expand your draft of your chapter. You will share your draft with your in outside of class peer feedback group. You will add or make changes to your draft based on the feedback from the outside of class feedback group.
- At the end of topics 1-3 you will hand in your draft to the instructor in the Dropbox for formative assessment that will be guided by the learning task 1 rubric to support your final draft of your chapter.

Your chapter will need to include the following:

Introduction:

Please include a brief introduction of your topic.

Describe your educational ethical issue and include a completed Ethical Issue in Digital Teaching and Learning chart.

Section 1: Description of Ethical Issue in Digital Teaching and Learning (Full Disclosure)

Describe why this topic has the potential for real-world applications in practice and policy. You will detail why this issue is relevant and how it connects to education through participatory and interactive technology through connections to practice and policy.

Section 2: Connection of Ethical Issue in Digital Teaching and Learning to Privacy, Data Security and Informed Consent

This section will connect the application of privacy, data security and informed consent to your ethical issue in digital teaching and learning. You will need to include the following details in this part of your chapter:

- Grounding of the interactive process and participatory elements of the ethical disclosure as it relates to current Issues in privacy & data security and informed consent.
- The benefits and challenges of the implementation of the privacy & data security and informed consent concerns.
- Overview of how privacy & data security and informed consent would be impacted by student learning, digital literacy, ethical and real-world situations
- You need to include your own voice, perspective and demonstrate clear understanding of the topic.

Section 3: Connection of Ethical Issue in Digital Teaching and Learning to Educational Integrity by Avoiding Harm and Minimizing Risk

This section will connect the application of educational integrity by avoiding harm and minimizing risk to your ethical issue in digital teaching and learning. You will need to include the following details in this part of your chapter:

- Grounding of the interactive process and participatory elements of the ethical disclosure as it relates to educational integrity by avoiding harm and minimizing risk.
- The benefits and challenges of educational integrity by avoiding harm and minimizing risk concerns.
- Overview of how educational integrity by avoiding harm and minimizing risk would be impacted by student learning, digital literacy, ethical and real-world situations
- You need to include your own voice, perspective and demonstrate clear understanding of the topic.

Section 4: Connection of Ethical Issue in Digital Teaching and Learning to Respect for Participant Autonomy and Independence

This section will connect the application of respect for participant autonomy and independence to your ethical issue in digital teaching and learning. You will need to include the following details in this part of your chapter:

- Grounding of the interactive process and participatory elements of the ethical disclosure as it relates to current Issues respect for participant autonomy and independence.
- The benefits and challenges of the implementation of respect for participant autonomy and independence concerns.
- Overview of how respect for participant autonomy and independence would be impacted by student learning, digital literacy, ethical and real-world situations
- You need to include your own voice, perspective and demonstrate clear understanding of the topic.

Conclusion:

Please summarize why your Ethical Issue in Digital Teaching and Learning is an important emerging ethical issue in digital education today. Summarize your four topic section topics. At the end, please include some “Questions to Consider” for future scholars that expand upon your chapter and its concepts and ideas.

To complete each topic section, you will need to demonstrate evidence of the evaluation of and of the use of the course resources and digital content as well as outside resources and digital content.

Although each student chapter can be completed in any medium for feedback loops throughout the course (blogging is encouraged) , the final chapter must be handed into the D2L Dropbox using word and following BCCampus open textbook technical writing criteria. More information about open textbook technical writing can be found: <https://pressbooks.bccampus.ca/technicalwriting/chapter/headings/>

Writing is expected to be scholarly. Please use APA style to cite sources.

The instructor will be using the draft formative assessments used throughout the course to compare and contrast your editing process for your summative assessment. Please ensure you make changes and update your chapter draft as you receive feedback throughout the course.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Criteria	Fails to Meet Requirements (C+ or lower)	Meets Some Requirements (B- to B)	Meets All Requirements (B+ to A-)	Meets All and Exceeds Some Requirements (A to A+)
Description of Ethical Issue in Digital Teaching and Learning (Full Disclosure)	<p>The educational ethical issue demonstrates a surface or cursory understanding of the ethical problem. There are limited reasons for choosing the topic and the description of ethical relevance is limited in scope in terms of practice and policy. The connection to education and participatory and interactive technology is limited in scope.</p> <p>Ethical Issue in Digital Teaching and Learning chart is incomplete and inaccurate and there is limited connection of issue to ethical theory</p>	<p>The educational ethical issue demonstrates a general description of the ethical problem. There are limited reasons for choosing the topic and the description of ethical relevance is limited in scope in terms of practice and policy. The connection to education and participatory and interactive technology is also limited in scope.</p> <p>Ethical Issue in Digital Teaching and Learning chart is simple and limited and describes some connections of issue to ethical theory.</p>	<p>The educational ethical issue describes potential real-world applications. There are very good reasons for choosing the topic and the description of ethical relevance has considered different perspectives in practice and policy. The connection to education and participatory and interactive technology is very good and expands upon current research and practice.</p> <p>Ethical Issue in Digital Teaching and Learning chart describes a very good connection of the issue to ethical theory and includes multiple connections.</p>	<p>The ethical issue describes potential real-world applications that were previously not considered and are emerging in current practice and policy. There are excellent reasons for choosing the topic and the description of ethical relevance has considered multiple perspectives. The connection to education and participatory and interactive technology builds upon current research and practice.</p> <p>Ethical Issue in Digital Teaching and Learning chart describes an exceptional connection of disclosure to ethical theory.</p>

Application of Connections to Privacy & Data Security and Informed Consent	<p>Grounding of the interactive process and participatory elements of the ethical disclosure as it relates to current Issues in privacy & data security and informed consent is superficial.</p> <p>The benefits and challenges of the implementation of the privacy & data security and informed consent concerns are vague.</p> <p>Overview of how privacy & data security and informed consent would be impacted by student learning, digital literacy, ethical and real-world situations is ineffective.</p> <p>Students' own voice, perspective and understanding is ineffective.</p>	<p>Basic grounding of the interactive process and participatory elements of the ethical disclosure as it relates to current Issues in privacy & data security and informed consent is present.</p> <p>The benefits and challenges of the implementation of the privacy & data security and informed consent concerns are simple and predictable.</p> <p>A simple overview of how privacy & data security and informed consent would impact student learning, digital literacy, ethical and real-world situations is provided.</p> <p>Students' own voice, perspective and understanding is simple.</p>	<p>Strong grounding of the interactive process and participatory elements of the ethical disclosure as it relates to current Issues in privacy & data security and informed consent and additional research are well illustrated.</p> <p>The benefits and challenges of the implementation of the privacy & data security and informed consent concerns are logically integrated into teaching and learning potential.</p> <p>Logical identification of how privacy & data security and informed consent would impact student learning, digital literacy, ethical and real-world situations.</p> <p>Clear evidence of students' own voice, perspective and understanding.</p>	<p>Exceptional grounding of the interactive process and participatory elements of the ethical disclosure as it relates to current Issues in privacy & data security and informed consent and all additional research are deeply integrated.</p> <p>Benefits and challenges of implementation of the privacy & data security and informed consent concerns are thoughtfully and creatively integrated into teaching and learning.</p> <p>Synthesis goes beyond identifying benefits and challenges, to identify how this could have and will impact student privacy & data security and informed consent concerns in the past, present and future.</p> <p>Compelling use of students' own voice, perspective and understanding.</p>
	<p>Grounding of the interactive process and participatory elements of the ethical disclosure as it relates to educational integrity by avoiding harm and minimizing risk is superficial.</p>	<p>Basic grounding of the interactive process and participatory elements of the ethical disclosure as it relates to educational integrity by avoiding harm and minimizing risk is present.</p>	<p>Strong grounding of the interactive process and participatory elements of the ethical disclosure as it relates to educational integrity by avoiding harm and minimizing risk is well illustrated.</p>	<p>Exceptional grounding of the interactive process and participatory elements of the ethical disclosure as it relates to educational integrity by avoiding harm and minimizing risk is deeply integrated.</p>

Connections to How Ethical Issue in Digital Teaching and Learning Promotes Educational Integrity by Avoiding Harm and Minimizing Risk	<p>The benefits and challenges of educational integrity by avoiding harm and minimizing risk are vague.</p> <p>Overview of how educational integrity by avoiding harm and minimizing risk would be impacted by student learning, digital literacy, ethical and real-world situations is ineffective.</p> <p>Students' own voice, perspective and understanding is ineffective.</p>	<p>harm and minimizing risk is present.</p> <p>The benefits and challenges of the implementation of educational integrity by avoiding harm and minimizing risk concerns are simple and predictable.</p> <p>A simple overview of how educational integrity by avoiding harm and minimizing risk would impact student learning, digital literacy, ethical and real-world situations is provided.</p> <p>Students' own voice, perspective and understanding is simple.</p>	<p>risk and additional research are well illustrated.</p> <p>The benefits and challenges of the implementation of educational integrity by avoiding harm and minimizing risk concerns are logically integrated into teaching and learning potential.</p> <p>Logical identification of how educational integrity by avoiding harm and minimizing risk would impact student learning, digital literacy, ethical and real-world situations.</p> <p>Clear evidence of students' own voice, perspective and understanding.</p>	<p>risk and all additional research are deeply integrated.</p> <p>Benefits and challenges of implementation of the educational integrity by avoiding harm and minimizing risk and concerns are thoughtfully and creatively integrated into teaching and learning.</p> <p>Synthesis goes beyond identifying benefits and challenges, to identify how this could have and will impact student educational integrity by avoiding harm and minimizing risk concerns in the past, present and future.</p> <p>Compelling use of students' own voice, perspective and understanding.</p>
Connections to Ethical Issue in Digital	<p>Grounding of the interactive process and participatory elements of the ethical disclosure as it relates to promoting learner independence is superficial.</p> <p>The benefits and challenges of promoting learner</p>	<p>Basic grounding of the interactive process and participatory elements of the ethical disclosure as it relates to promoting learner independence is present.</p> <p>The benefits and challenges of the implementation of promoting learner independence</p>	<p>Strong grounding of the interactive process and participatory elements of the ethical disclosure as it relates promoting learner independence and additional research are well illustrated.</p> <p>The benefits and challenges of the implementation of promoting learner</p>	<p>Exceptional grounding of the interactive process and participatory elements of the ethical disclosure as it relates to promoting learner independence and additional research is deeply integrated.</p> <p>Benefits and challenges of implementation of promoting learner</p>

Teaching and Learning Promotes Learner Independence	<p>independence are vague.</p> <p>Overview of how promoting learner independence would be impacted by student learning, digital literacy, ethical and real-world situations is ineffective.</p> <p>Students' own voice, perspective and understanding is ineffective.</p>	<p>concerns are simple and predictable.</p> <p>A simple overview of how promoting learner independence would impact student learning, digital literacy, ethical and real-world situations is provided.</p> <p>Students' own voice, perspective and understanding is simple.</p>	<p>independence concerns are logically integrated into teaching and learning potential.</p> <p>Logical identification of how promoting learner independence would impact student learning, digital literacy, ethical and real-world situations.</p> <p>Clear evidence of students' own voice, perspective and understanding.</p>	<p>independence and concerns are thoughtfully and creatively integrated into teaching and learning.</p> <p>Synthesis goes beyond identifying benefits and challenges, to identify how this would impact promoting learner independence</p> <p>Compelling use of students' own voice, perspective and understanding.</p>
Scholarship in Writing	<p>Writing is not scholarly. APA style is not used to cite sources or limited adherence to APA standard.</p>	<p>Written in mostly scholarly style but requires editing to achieve clarity. Use of APA style requires editing.</p>	<p>Written in mostly scholarly style. Consistent use of APA style with some editing required.</p>	<p>Written in clear and scholarly manner. Consistent use of APA style and citation protocols for all sources.</p>
Evidence of Evaluation of Use of Resources	<p>No evident use of extra sources beyond the course readings.</p> <p>Inadequate evidence of searching for, finding and evaluating credible resources. Limited evidence of the consideration of copyright, fair use and creative commons licensing.</p>	<p>Some evidence of extra research beyond course readings.</p> <p>Limited evidence of searching for, finding and evaluating credible resources. Limited evidence of the consideration of copyright, fair use and creative commons licensing.</p>	<p>Very good solid research of issue beyond the course readings course evident.</p> <p>Good evidence of searching for, finding and evaluating credible resources. Limited evidence of the consideration of copyright, fair use and creative commons licensing.</p>	<p>Outstanding, expansive or deeply insightful research of issue presented as a result of research beyond the course readings which add new insights that were previously not considered or found in current academic literature.</p> <p>Creative and technically advanced evidence of searching for, finding and evaluating credible resources. Limited evidence of the consideration of copyright, fair use and creative</p>

				commons licensing.
--	--	--	--	--------------------

2. LEARNING TASK 2: Participatory Learning Activities – DUE: Multiple Dates, 25%

Each course topic begins with a Participatory activity which acts as a provocation for the student pressbook chapter. Students are expected to demonstrate evidence of the completion of the participatory learning activities for each topic. Each task will include a practical and theoretical (reflective) component, and it is the student's responsibility demonstrate how these two connect in their learning context. Each activity is worth 6.5% of the total of learning task 2. The activities are developed to ensure all students have the opportunity to meet the course outcomes through guided and modelled digital participatory activities. All participatory learning activities will be introduced in class by the instructor as the course proceeds.

The Participatory Learning Activities are as follows:

- **Topic 1- Participatory Learning Activity: #Edtechethics Review Activity (6.5 %) Due January 19, 2019**

Students will review topics on the #edtechtech hashtag. They will choose three possible "Ethical Issues in Educational Technology" to evaluate and summarize based on specific digital artifacts connected to the #edtechethics hashtag. Students will add their summaries to a collaborative class google.doc. Students will all have to choose different "Issues in Educational Ethics" to add ot the google.doc which is found HERE: <https://docs.google.com/spreadsheets/d/1jGChTuLOcMECZcGfY1a8cgZBNZf7u9Oxnl7XqGg0aag/edit#gid=0>

- **Topic 2 – Participatory Learning Activity: Participate in Twitter chat and/or write a reflection about the twitter chat (6.5%) Due February 9, 2019**

Students will participate in and reflect upon the #ABOERJC February twitter chat. If they are unable to participate synchronously, the students can review the twitter chat then describe and reflect upon the twitter chat experience. The reflection would needs to include specific questions and answers covered in the twitter chat as well as the student's personal response to the questions and answers in the twitter chat. The twitter chat will occur on Tuesday, February 4, 2010 from 7-8 pm MST. More infomration can be found at <https://aboerjournalclub.home.blog/author/aboerjc/>

- **Topic 3 – Participatory Learning Activity: Create and reflect upon a Visitor and Resident Map. (6.5%) Due March 8, 2019**

Students will create their own personal Visitor and Resident Map (VandR map). Students will also complete a reflection about how the VandR map can connect to ethical issues in teaching and learning and if possible, their educational ethical issue. More infomration about Visitor and Resident maps can be found at <http://daveowhite.com/vandr/vr-mapping/>

- **Topic 4 - Participatory Learning Activity: PLN: Demonstrate evidence and awareness of your Personal Learning Network. (6.5%) Due March 29, 2019**

Design and describe your own personal learning network (PLN) by using a digital tool, design a web that describes who you learn and share with in communities and networks. An example of a PLN web can be found here: <https://jugrajsonyandmann.wordpress.com/2012/03/26/personal-learning-networks-and-cloud-computing-2/>

Students will then describe how they share their learning with others (using the open readiness rubric found here

<https://docs.google.com/document/d/1lv0UKzJtRvEqYIbY2njd0z9qtL76yARA6FjzQkVmxlc/edit?usp=sharing>).

Students will also complete a reflection which describes how their open readiness connects, limits and impacts their PLN.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Evidence of Completion of Digital Component of Participatory Learning Activity	Limited evidence of completion of digital component of participatory learning activity. Limited or no contribution to collaborative class components. Limited or no evidence of reflective component with limited connections to ethical considerations, personal or professional contexts.	Some evidence of completion of digital component of participatory learning activity. Some contribution to collaborative class components. Some evidence of reflective components with some connections to ethical considerations, personal or professional contexts.	Very good evidence of completion of digital component of participatory learning activity. Multiple contributions to collaborative class components. Very good and varied evidence of reflective components with multiple connections to ethical considerations, personal or professional contexts.	Exemplary and exceptional evidence of completion of digital component of participatory learning activity. Multiple contributions to collaborative class components which often demonstrated leadership or emerging or new ways to consider the activity. Exemplary evidence of reflective components with multiple connections to ethical considerations, personal or professional contexts from multiples perspectives.
Connecting Ethical Education Ideas and Concepts to Educational Theory & Practice	Limited sense of understanding or questions raised about relationships between topics, articles, other presentations and the overall themes and ideas in the course described in the reflection. Limited sense of understanding or questions raised about connecting ethical education ideas and concepts to educational theory, practice and learning	Some sense of understanding or questions raised about relationships between topics, articles, other presentations and the overall themes and ideas in the course described in the reflection. Some sense of understanding or questions raised about connecting ethical education ideas and concepts to educational theory,	Good sense of understanding or questions raised about relationships between topics, articles, other presentations and the overall themes and ideas in the course are described in the reflection. Good sense of understanding or questions raised about connecting ethical education ideas and concepts to educational theory,	A highly creative, logical and or/intuitive response revealing sense of deep engaged understanding of/ and questions raised about relationships between topics, articles, digital content other presentations and the overall themes and ideas in the course are described in the reflection. Outstanding sense of understanding or questions raised

	contexts.	practice and learning contexts.	practice and learning contexts.	about connecting ethical education ideas and concepts to educational theory, practice and learning contexts.
--	-----------	---------------------------------	---------------------------------	--

3.LEARNING TASK 3: Final Course Reflection Activity – DUE: April 15, 2019, 25 %

In Learning Task 3, students are asked to think critically about their learning experiences throughout the course. In a medium of their choice, students will describe how their ideas and concepts that ethical use of technology in digital learning environments have changed or been reconsidered. Students will need to integrate the four key course topics, the course readings and activities in their reflection. Evidence of how students gave and received in class and outside of class feedback is also an essential component of this reflective activity. This learning task is primarily focused on the process and what you perceive you have learned about the ethical uses of educational technology as a result of taking and being an active part of this learning process.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Connecting Ethical Education Ideas and Concepts	Limited sense of understanding or questions raised about relationships between topics, articles, other presentations and the overall themes and ideas in the course described in the reflection.	Some sense of understanding or questions raised about relationships between topics, articles, other presentations and the overall themes and ideas in the course described in the reflection.	Good sense of understanding or questions raised about relationships between topics, articles, other presentations and the overall themes and ideas in the course are described in the reflection.	A highly creative, logical and or/intuitive response revealing sense of deep engaged understanding of/ and questions raised about relationships between topics, articles, digital content other presentations and the overall themes and ideas in the course are described in the reflection.
Evidence of “in class group” Feedback Loops	Limited evidence of giving and receiving of feedback from in class group in any medium or manner. Limited evidence of reflecting upon and making changes to class participation or class learning tasks as a result of in class feedback in any	Some evidence of giving and receiving of feedback from in class group completed in one specific medium or manner. Some evidence of reflecting upon and making changes to class participation or class learning tasks as	Very good evidence of giving and receiving of feedback from in class group in multiple ways. Very good evidence of reflecting upon and making changes to class participation or class learning tasks as a result of in class	Outstanding and exceptional evidence of giving and receiving of feedback from in class group in a wide variety of ways. Outstanding and exceptional evidence of reflecting upon and making changes to class participation or

	medium or manner.	a result of in class feedback completed in one specific medium or manner.	feedback in multiple ways.	class learning tasks as a result of in class feedback in a wide variety of ways.
Evidence of "Outside Class" Feedback Loops	Limited evidence of giving and receiving of feedback from outside class members in any medium or manner. Limited evidence of reflecting upon and making changes to class participation or class learning tasks as a result of outside class feedback in any medium or manner.	Some evidence of giving and receiving of feedback from outside class members completed in one specific medium or manner. Some evidence of reflecting upon and making changes to class participation or class learning tasks as a result of outside class feedback completed in one specific medium or manner.	Very good evidence of giving and receiving of feedback from outside class members in multiple ways. Very good evidence of reflecting upon and making changes to class participation or class learning tasks as a result of outside class feedback in multiple ways.	Outstanding and exceptional evidence of giving and receiving of feedback from outside class members in a wide variety of ways. Outstanding and exceptional evidence of reflecting upon and making changes to class participation or class learning tasks as a result of outside class feedback in a wide variety of ways.
Evidence of Reflective Changes to Future Professional Practice	Limited evidence of reflective consideration to alternative perspectives and possible changes to future professional practice.	Some evidence of reflective consideration to alternative perspectives and possible changes to future professional practice.	Very good evidence of reflective consideration to alternative perspectives and possible changes to future professional practice.	Outstanding and exemplary evidence of reflective consideration to alternative perspectives and possible changes to future professional practice.

GRADUATE PROGRAMS IN EDUCATION: GRADING SCALE

Distribution of Grades*			
Grade	GP Value	Percent	Graduate Description
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	Very good performance
B+	3.3	80 - 84	Good performance
B	3.0	75 - 79	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each year of the program.

B-	2.7	70 - 74	Minimum pass for students in the Faculty of Graduate Studies
C+	2.3	65 - 69	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.0	60 - 64	
C-	1.7	55 - 59	
D+	1.3	50 - 54	
D	1.0	45 - 49	
F	0.0	< 45	

*Based upon Faculty of Graduate Studies 2017/2018 Calendar

It is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

Werklund School of Education Appeals Policy and Process

- <http://werklund.ucalgary.ca/gpe/werklund-school-education-appeals-policy-amp-process>

Graduate Programs in Education Deferral of Term Work Policy

- URL: https://werklund.ucalgary.ca/gpe/files/gpe/deferral-of-term-work-for-instructors-students_final_0.pdf

Werklund School of Education Statement on Synchronous (Zoom) Sessions

Instructors may record synchronous sessions for academic purposes such as student review. Students should plan on attending all synchronous sessions as recordings should not be used in place of regular attendance.

Recordings are only to be posted and distributed within the D2L shell of the course for which the recording was created.

Your name, voice and likeness may be recorded during synchronous sessions. Please approach your instructor if you have any questions about this.

Universal Student Ratings of Instruction (USRIs)

Students are strongly encouraged to complete course evaluations for each course taken in their program.

Student feedback on their experience in a course is taken very seriously by the Werklund School of Education in timetabling and staffing courses. Student feedback via the Course Evaluation is used to monitor the quality of teaching, the quality of students' learning experiences and the quality of course design in Graduate Programs in Education.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

ACADEMIC ACCOMMODATION

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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>

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Wellness and MENTAL HEALTH RESOURCES

"The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer-support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre), <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services> and the Campus Mental Health Strategy website <https://www.ucalgary.ca/mentalhealth/>"

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

- Student Ombudsman: The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca
- Student Union: The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives can be found here: <https://www.su.ucalgary.ca/>
- Graduate Student's Association: The GSA Vice-President Academic can be reached at (403) 220-5997 or gsa.vpa@ucalgary.ca; Information about the GSA can be found here: <https://gsa.ucalgary.ca>
- Student Success Centre: The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

EMERGENCY EVACUATIONS AND ASSEMBLY POINTS

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <http://www.ucalgary.ca/emergencyplan/node/55> <https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

SAFEWALK

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any

campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.