University of Calgary
Werklund School of Education
Graduate Programs in Education

EDER 700 A/B L01
Doctoral Seminar
Fall/Winter, 2016–2017

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Course Time: Fridays, 09:00–11:50, EDC 351

Term Dates:
> Fall 2016: Monday, September 12 to Friday, December 9, 2016
> Winter 2017: Monday, January 9 to Friday, April 12, 2017

CALENDAR COURSE DESCRIPTION:
Seminar in selected topics on research.

EXTENDED COURSE DESCRIPTION:
The Doctor of Philosophy (PhD) in Educational Research at the Werklund School of Education is a research-intensive (thesis-based) degree, normally intended to prepare scholars for careers in research and teaching. EDER PhD graduates are expected both to have established a specialized expertise in a field of study in current educational research and to be able to situate that specialization within the range of discourses at work in modern education.

EDER 700 is designed with the latter element in mind. The broad aim of this course is to support doctoral students in developing a deeper understanding of assumptions underpinning a range of educational traditions and their relationships to educational research. With particular regard to the theories of learning that infuse educational attitudes and practices, the course is oriented by the conviction that educational researchers must be connoisseurs – that is, competent critical judges who are able to discriminate among and appreciate the subtleties and entailments of diverse perspectives on knowledge, learning, and teaching.

The course is thus intended to provide PhD students with a forum to investigate, debate, and otherwise develop their knowledge of the major historical, epistemological, and pedagogical trends in formal education. This emphasis is motivated by the conviction that, to understand the methodologies and obsessions that render educational questions sensible, one must be familiar with circumstances and frames of interpretation that have informed educational action.

COURSE ORGANIZATION
There is a long tradition in educational research of contrasting and comparing educational movements – that is, linking schooling structures, curriculum emphases, and pedagogical approaches to the needs and sensibilities of different eras and locations.

Such discussions serve as a backdrop to the foci of this course, which will be less on *movements* and more on *moments.* These terms are both derived from the Latin root *movimentum*, meaning "motion, alteration, change," but the latter retains a clearer memory of the notion of *momentum*, i.e., that tendency to continue in motion once underway. Such moment(um)s are found not in particular practices or specific theories, but in networks of association that extend much beyond the immediate concerns of formal education. A moment is not a period, but a sensibility. Consequently, discernible educational movements are typically preceded by coherent, paradigmatic educational moments. And so, while we will be attentive to historical conditions, social circumstances,

explicit philosophies, and practical consequences, our main concern in this course will be with the webs of association that have rendered some educational traditions so compelling and others unthinkable. In more poetic terms, the course is oriented by the conviction that, as Kelly (2010, in the book *What does technology want?*) explained,

> ideas never stand alone. They come woven in a web of auxiliary ideas, consequential notions, supporting concepts, foundational assumptions, side effects, and logical consequences and a cascade of subsequent possibilities. Ideas fly in flocks. To hold one idea in mind means to hold a cloud of them. (pp. 44–45)

This course is thus concerned with "flocks" and "clouds" of ideas that arise, co-evolve, and co-mingle with one another within broadly discernible moments in formal education.

The first half of the course is organized around four moments that are prominent among the many currently represented in western education:

- STANDARDIZED EDUCATION: Standardized Education is typically traced to the 1700s and 1800s as mandatory schooling was invented as a response to the cultural convulsions of industrialization, urbanization, and imperialism. The moment that preceded this movement may be more strongly tied to shifts in thinking about knowledge as modern science championed objectivity and business pressed for its commodification. Among others, orienting discourses in the moment include rationalism, empiricism, positivism, and capitalist economics.

- AUTHENTIC EDUCATION: This deep-rooted moment rose to particular prominence over the last century as researchers began to untangle the complexity of human cognition and educators realized the inadequacies of commonsense beliefs about learning and teaching. Among others, orienting discourses include pragmatism, psychoanalysis, humanism, and structuralism.

- DEMOCRATIC CITIZENSHIP EDUCATION: This moment traces back through such events as the French and American Revolutions, but only emerged as a strong educational theme with the civil rights movements of the 1960s. It was spurred in large part by realization that schools often contribute to (or at least help to perpetuate) inequities and injustices. Among others, orienting interpretivist discourses include postmodernism, post-structuralism, and a range of critical theories.

- SYSTEMIC SUSTAINABILITY EDUCATION: This moment is just emerging. While a robust web of associations has arisen, the moment has not yet cohered into a discernible educational movement, as schools and other cultural institutions find themselves out of step with the transition from a mechanization-focused, industrialized society to an ecologically minded, information-based society. Among others, orienting discourses have included ecology, systems theory, and complexity science.

Table 1, presented on the next page, offers an overview of some of the main topics addressed in the Fall component of your EDER 700 experience.

Of course, there is a major disconnection between the border-defining quality of this chart and the dynamic and co-entangled natures of the phenomena identified within it. A table might be taken to suggest distinct and sequential realities, whereas the moments identified above should be understood as co-implicated, evolving, and overlapping. The chart is thus offered more as a heuristic convenience; it is an exaggeration of distinctions, intended to help uncover what might be taken for granted. Such tables might also be seen as attempts to encompass all possibilities, but there is no such intent here. Indeed, as the Moment 1 column suggests, the discussion opens with a relatively recent happening in the history of western formal education, namely the invention of the modern public school in the increasingly urbanized world of the industrial era. That model did not arise in a vacuum. Among other influences, it drew on church-based schools, the medieval university, and the academies of the ancient world. In other words, several other columns could readily be added.

Oriented by that realization, the last half of the course will take a more open structure, as we endeavor to understand educational moments of other ages and cultures. Particular attention will be given to North American Indigenous epistemologies and their pedagogical entailments, but participants are invited and expected to bring in other emphases to elaborate the blended historical, epistemological, and pedagogical foci, particularly as those foci align with diverse research interests.

MOMENT	Standardized	Authentic	Democratic	Systemic

	Education	Education	Citizenship Education	Sustainability Education
TIMELINE OF APPROXIMATE EMERGENCE AND DURATION	1600 1700 1800 1900 2000 MYSTICIST, RELIGIOUS, AND OTHER EDUCATIONAL SENSIBILITIES / STANDARDIZED EDUCATION / AUTHENTIC EDUCATION / DEMOCRATIC CITIZENSHIP EDUCATION / SYSTEMIC SUSTAINABILITY EDUCATION			
SCIENTIFIC ATTITUDE	Physical Sciences	Human Sciences	Social Sciences	Complexity Sciences
INFLUENTIAL DOMAINS	Physics & Industry	Biology & Structuralism	Sociology & Economics	Ecology & Systems Theory
PREVAILING METAPHORS	MECHANICAL; DIRECTIONAL	ORGANIC; BRANCHING	CONTRACTUAL; COLLABORATIVE	ECOSYSTEMIC; EMERGENT
KNOWLEDGE & CURRICULUM	OBJECTIFIED FACTS	PERSONAL INTERPRETATIONS	SOCIAL CONSTRUCTIONS	VIBRANT COMPLEX FORMS
	the Canon; skill mastery	meaning; understanding	participation; conscientization	wellness; awareness
LEARNERS & LEARNING	DEFICIENT CONTAINERS	SUFFICIENT ACTORS	PARTIAL AGENTS	COMPLEX UNITIES
	ACQUIRING; INTERNALIZING; BUILDING	CONSTRUING; ADAPTING; EMBODYING	ACCULTURATING; APPRENTICING; CO-CONSTRUCTING	EMERGENCE; VIABILITY-MAINTAINING LIFE PROCESS
TEACHING	INSTRUCTING; DELIVERING	FACILITATING; GUIDING	ENCULTURATING; EMPOWERING	DESIGNING; ENGAGING
RESEARCH ATTITUDE	**empiricist** – through, e.g., randomized controlled experiment	**interpretive** – through, e.g., phenomenology or teaching experiment	**participatory** – through, e.g., critical action research	**emergentist** – through, e.g., design-based research

Table 1: A brief overview of four major moments in formal education. (NOTE: The chart employs the convention, from cognitive science, of using SMALL CAPS to signify key metaphors.)

LEARNER OUTCOMES:

In alignment with the themes just mentioned, as a result of having taken this course, students should:
- develop a critical fluency with principal theories of knowing, learning, and teaching – both implicit and explicit – at play in current discussions of educational research and practice;
- appreciate how divergent educational sensibilities are coherent and compelling within their own ecosystems of association and possibly indefensible or incomprehensible when examined from outside those ecosystems;
- be able to use this knowledge to interpret the contemporary educational world, particularly as it relates to particular professional responsibilities, research interests and chosen fields of study;
- be critically self aware of situatedness and convictions amid these sensibilities, particularly with regard to preferred research attitudes and associated entailments.

LEARNING OBJECTIVES:
In this course, students will:
- work with peers to identify, define, and engage the webs of associations (e.g., prominent metaphors, key markers, persistent themes) to develop deep appreciations of how educational sensibilities might be compelling and resilient;
- identify and analyze different educational practices and artifacts as explicit and/or implicit embodiments of particular educational sensibilities;
- critically self-situate and justify to one another their own ontological, epistemological, axiological, and methodological positionings and interests within the language of contemporary educational discourses;
- engage in collective exploration of non-contemporary and non-western worldviews and their educational entailments.

COURSE DESIGN AND DELIVERY:
EDER 700 comprises two 3-credit, on-campus courses. Sessions occur weekly through the Fall 2016 and Winter 2017 terms.

REQUIRED READINGS:
Creswell, J. W. (2015). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (5th edn.). Boston, MA: Pearson Education.
Davis, B., Sumara, D., & Luce-Kapler, R. (2015). *Engaging minds: cultures of education and practices of teaching* (3rd edn.). New York: Routledge.
Miles, M., Huberman, A., & Saldana, J. (2014). *Qualitative data analysis: a methods sourcebook* (3rd edn.). Thousand Oakes, CA: Sage.

ADDITIONAL READINGS:
The following list has been assembled from recommendations of members of the Werklund School of Education. While there is no expectation in this course that you will consult more than a handful of the items identified, the extended list is included here as an indication of the breadth of interest and expertise that is represented in the School as they pertain to the foci of this course. Entries have been organized according to key course themes. Course participants are invited to critique and extend the list – especially the final category.

Overarching Topic – How humans think
Bransford, J., Brown, A., & Cocking, R. (Eds.). (2000). *How people learn: brain, mind, experience and school.* Washington, DC: National Academies Press.
Collingwood, R. G. (1940/2014). *An essay on metaphysics.* New York: Martino.
Dewey, J. (1997). *How we think.* New York: Courier.
Dreyfus, H. (1993). *What computers still can't do.* Cambridge, MA: MIT Press.
Gadamer, H. G. (1975). *Truth and method.* New York: Continuum.
Greene, M. (1994). Epistemology and educational research: the influence of recent approaches to knowledge. *Review of Research in Education, 20*, 423–464.
Greenfield, T. (1993). Organizations as talk, chance, action & experience. In T. Greenfield & P. Ribbins (Eds.), *Greenfield on educational administration: towards a humane science* (pp. 53–73). New York: Routledge.
Greenfield, T. (1993). Reforming and reevaluating educational administration: when and whence cometh the phoenix? In T. Greenfield & P. Ribbins (Eds.), *Greenfield on educational administration: towards a humane science* (pp. 169–196). New York: Routledge.
Guba, E. G. (Ed.). (1990). *The paradigm dialog.* Sage.
Kelly, K. (2010). *What technology wants.* New York: Penguin
Kuhn, T. S. (1970). *The structure of scientific revolutions* (2nd edn.). Chicago: University of Chicago Press.

Lakatos, I., & Musgrave, A. (Eds.). (1970). *Criticism and the growth of knowledge*. Cambridge, UK: Cambridge University Press.

Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.

Lakoff, G., & Johnson, M. (1999). *Philosophy in the flesh: the embodied mind and its challenge to western philosophy*. New York: Basic Books.

Morton, A. (1977). *A guide through the theory of knowledge*. London: Blackwell.

Popper, K. R. (1959). *The logic of scientific inquiry*. London: Hutchinson.

Popper, K. R. (1963). *Conjectures and refutations*. London: Routledge and Kegan Paul.

Reason, P., & Rowan, J. (1981). *Human inquiry: a sourcebook of new paradigm research.* Toronto, ON: Wiley.

Rorty, R. (1989). *Contingency, irony, solidarity*. Cambridge, MA: Cambridge University Press.

Scott, D., & Usher, R. (1996). *Understanding educational research*. New York: Routledge.

Searle, J. (1995). *Minds, brains and science*. Cambridge, MA: Harvard University Press.

Usher, R. (1996). A critique of the neglected epistemological assumptions of educational research. In D. Scott & R. Usher (Eds.), *Understanding educational research* (pp. 9–32). New York: Routledge.

Wittgenstein, L. (1958). *Tractatus Logico-Philosophicus*. London: Routledge.

Wittgenstein, L. (1999). *Philosophical investigations*. London: Blackwell.

Moment 1 – Standardized Education

Ayer, A. J. (1990). *Language, truth and logic.* London: Penguin.

Chomsky, N. (1983). *Cartesian linguistics.* New York: University Press of America.

Mill, J. S. (1843/2011). *A system of logic*. London: Benedictine Classics.

Pearson, K. (1989) *The grammar of science*. London: Everyman's Library.

Russell, B. (1932/2009). *The scientific outlook*. New York: Routledge Classics.

Moment 2 – Authentic Education

Ashton-Warner, S. (1974). *Teacher*. New York: Cassell.

Dewey, J. (2007). *Experience and education*. New York: Simon and Schuster.

Erikson, E. H. (1993). *Childhood and society*. New York: W. W. Norton.

Montessori, M. (1995). *The absorbent mind.* Boston: Macmillan.

Piaget, J. (1952). *The origins of intelligence in children.* New York: International Universities Press.

Steffe, L. P., & Gale, J. (1995). *Constructivism in education*. Hillsdale, NJ: Erlbaum.

Von Glasersfeld, E. (1995). *Radical constructivism: a way of knowing and learning*. Bristol, PA: Falmer.

Moment 3 – Democratic Citizenship Education

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's ways of knowing: the development of self, voice, and mind*. New York: Basic Books.

Berger, P. L., & Luckmann, T. (1966). *The social construction of reality*. Garden City, NY: Doubleday.

Bernstein, R. J. (1976). *The restructuring of social and political theory*. Philadelphia, PA: University of Pennsylvania Press.

Bourdieu, B. (1990). *Reproduction in education, society and culture*. Thousand Oaks, CA: Sage.

Bredo, E., & Feinberg, W. (1982). *Knowledge and values in social and educational research*. Philadelphia, PA: Temple University Press.

Burke, P. (1993). *History and social theory*. Ithaca, NY: Cornell.

Burrell, G., & Morgan, G. (1979). *Sociological paradigms and organisational analysis*. London: Heinemann.

Cahoone, L. E. (Ed.). (1996). *From modernism to postmodernism: an anthology*. Oxford: Blackwell.

Cicourel, A., et al. (1974). *Language use and school performance*. New York: Academic Press.

Collin, F. (1997). *Social reality*. London: Routledge.

Crotty, M. (1998). *The foundations of social research*. Thousand Oaks, CA: Sage.

Dewey, J. (2004). *Democracy and education.* New York: Courier.

Flyvbjerg, B. (2001). *Making social science matter: why social inquiry fails and how it can succeed again.* Cambridge, MA: Cambridge University Press.

Foucault, M. (1977). *Discipline and punish.* New York: Vintage.

Grumet, M. R. (1988). *Bitter milk: women and teaching.* Amherst, MA: University of Massachusetts Press.

Hughes, J. A. (1990). *The philosophy of social research.* London: Longman.

Mehan, H., & Wood, H. (1975). *The reality of ethnomethodology.* New York: Wiley.

Pinar, W. F. (2012). *Queer theory in education.* New York: Routledge.

Rule, J. B. (1997). *Theory and progress in social science.* Cambridge, MA: Cambridge University Press.

Seidman, S. (2012). *Contested knowledge: social theory today.* New York: John Wiley & Sons.

Steier, F. (1991). Introduction: research as a self-reflexivity, self-reflexivity as social process. In F. Steier (Ed.), *Research and reflexivity* (pp. 1–11). London: Sage.

Usher, R. (1996). Textuality and reflexivity in educational research. In D. Scott & R. Usher (Eds.), *Understanding educational research* (pp. 33–51). New York: Routledge.

Weedon, C. (1996). *Feminist practice and poststructuralist theory.* London: Wiley-Blackwell.

Winch, P. (1963). *The idea of a social science.* London: Routledge.

Moment 4 – Systemic Sustainability Education

Bowers, C. A. (1993). *Education, cultural myths, and the ecological crisis.* Albany, NY: SUNY Press.

Doll, W. E. (1993). *A post-modern perspective on* curriculum. New York: Teachers College Press.

Louv, R. (2008). *Last child in the woods.* Chapel Hill, NC: Algonquin Books.

Orr, D. (1992). *Ecological literacy.* Albany, NY: SUNY Press.

Orr, D. (2004). *Earth in mind.* Washington, DC: Island Press.

Varela, F., Thompson, E., & Rosch, E. (1991). *The embodied mind.* Cambridge, MA: MIT Press.

Culminating Topic – Non-WEIRD (Western, Educated, Industrialized, Rich, Democratic) Education

Cajete, G. (1994). *Look to the mountain: an ecology of indigenous education.* Durango, CO: Kivaki Press.

Diamond, J. (2013). *The world until yesterday: what can we learn from traditional societies?* New York: Penguin.

Smith, L. T. (1999). *Decolonizing methodologies.* London: Zed Books.

TENTATIVE WEEKLY COURSE SCHEDULE:

[Note that the detailed information provided here is limited to the 3-credit Fall component of your EDER 700 experience. A schedule for the Winter 2017 portion will be provided at the start of that term.]

For the most part, each of the sessions in the Fall term will comprise three main components:
- ongoing analysis of key trends in formal education, clustered around one or more prominent moments in Western education
- regular focused analyses of the epistemological commitments across those moments, as represented in (explicit and implicit) learning theories and research methodologies;
- iterative articulations of personal epistemological commitments (through, e.g., interpretations of others' writings).

As noted in the schedule provided below, much of this work will be distributed across the collective through regular "mini-research reports." As will be discussed in greater detail in class, participants will be expected to contribute to session themes by gathering and presenting information on key events, personalities, and other topics related to course themes. Items in red in the schedule indicate tasks or subtasks that will require some sort of presentation and/or formal writing on your part.

Date	Topics	In-Class Foci	Post-Class Readings and Tasks (Note: This column will fill through the term.)
Sep 16	Course Overview and Participant Introductions	• Self-Introductions • Course overview and review of syllabus • Presentation on "analogical thinking" • Overview of some "moments" in formal education • Some orienting assertions for exploration and debate (e.g., there is an implicit geometry to traditional formal education, and it might be more influential to action and resistant to criticism than foci of most commentators) • A first glimpse into "accumulation" approaches to presenting learning theories and research methodologies	• Schedule a meeting with supervisor to select a key article in your field related to your interests • Davis, Prologue, 1.1, 1.2. 1.3 • Creswell, Preface and pp. 1–5 • Miles, pp. 1–10 • Visit Learning-Theories.com AND HoTEL mappings of learning theories [http://www.learning-theories.com; http://hotel-project.eu/]
Sep 23	Standardized Education – History, Epistemology, Pedagogy	• Brief oral intro to the key article you've co-selected with your supervisor (max. 5 minutes; we're most interested at this point in how the article's author(s) and theme(s) sit in the landscape of the field) • Mini-research reports: scholasticism; Frederick Winslow Taylor; Ralph Tyler • Commonsense/Folk theories of learning and their (usually implicit) epistemological commitments; • Preliminary review of readings for implicit/explicit commitments	• Sfard, "On two metaphors for learning and the dangers of choosing just one" [available online] • Creswell, Chs. 10, 11, 12 (a few people will be assigned to each chapter for in-depth reading/analysis; everyone should scan them all)
Sep 30	Authentic Education I – History	• Brief critical reviews of Creswell, Chs. 10, 11, 12 • Segue: a redefinition of "science," a new "geometry" of learning, and a rethinking of formal education • Mini-research reports: Romanticism & Education; Progressive Education • Romanticism, Progressivism, Constructivism, and other elements in the confluence of Authentic Education • Educational "wars" and perceptions of pendulum swings	• Davis, 2.1, 2.2, 2.3 • Creswell, Chs. 13, 15
Oct 07	Authentic Education II – Epistemology	• Brief critical reviews of Creswell, Chs. 13, 15 • Mini-research reports: J.J. Rousseau; Friedrich Frobel; John Dewey; Maria Montessori; Jean Piaget • Theories of learning associated with Authentic Education • Methodologies associated with Authentic Education that aren't mentioned in Creswell or Miles (e.g., phenomenology; teaching experiments)	• Scan Miles for implicit and explicit commitments to conceptions of science and philosophies of education • Read and reread your article for its epistemological commitments relative to Moments 1 and 2
Oct 14	Consolidating and mapping epistemological commitments associated with Standardized and Authentic Education	• Naming, distinguishing, and linking theories of learning at play in Standardized and Authentic educational sensibilities Brief presentations of preliminary analyses of your article for its fit(s) with Standardized and Authentic educational sensibilities • Shared mapping exercise – naming, distinguishing, and	• 200-word statement on "where you are" among popular education wars • Creswell, Chs. 14, 17

		linking learning theories and research methodologies at play in Standardized and Authentic educational sensibilities	
Oct 21	Democratic Citizenship Education – partial$_1$ <incomplete>	• Brief critical reviews of Creswell, Chs. 14, 17 • Mini-research reports: L.S. Vygotsky; Maurice Merleau-Ponty; Jean Lave; Activity Theory; Actor-Network Theory; poststructuralism • Participatory learning theories and research methodologies associated with Democratic Citizenship Education	• Davis, 3.1, 3.2, 3.3 • Schedule a meeting with supervisor to select a recently completed UCalgary dissertation in your field related to your interests
Oct 28	Democratic Citizenship Education – partial$_2$ <biased>	• Mini-research reports: Karl Marx; Frankfurt School; Paulo Freire; the emerging spectrum of critical pedagogies • Critical learning theories and research methodologies	
Nov 04	Consolidating and mapping epistemological commitments associated with Democratic Citizenship Education	• Brief oral intro to the dissertation you've co-selected with your supervisor (max. 5 minutes) • Naming, distinguishing, and linking theories of learning at play in Standardized and Authentic educational sensibilities	
Nov 18	Systemic Sustainability Education I – History	• Mini-research reports: Robert Kegan; David Orr; C.A. Bowers • another redefinition of science (complexity) • modes of consciousness as a means to inform/orient education	• Davis, 4.1, 4.2, 4.3
Nov 25	Systemic Sustainability Education I – Epistemology	• Mini-research reports: education and neuroscience; education and ecology; systems research • "body" as a means to make sense of elaborations of and breaks with previous sensibilities	
Dec 02	Consolidating and mapping epistemological commitments associated with Systemic Sustainability Education	• Brief critical review of Creswell, Ch. 16 • Critical discussion of popular methodological faultlines (e.g., quantitative/qualitative; empirical/interpretive) • 200-word statement on "where you're at," with regard to learning theories and research methodologies	
Dec 09	The bigger picture	• Report on your dissertation analysis (5–10 minutes) • Pre-modern, non-Western, non-WEIRD, Indigenous, and other ways into questions of learning and research • Transition into Winter 2017 semester	• Davis, Epilogue

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

LEARNING TASKS AND ASSESSMENT

For the Fall 2016 component of EDER 700, there are four assigned learning tasks. The completion of all assigned tasks is required for a passing grade in the course.

NUMBER	DESCRIPTION OF LEARNING TASK – FALL TERM	% OF GRADE	GROUPING FOR TASK
Learning Task #1	**Mini-Research Reports** Regular, brief introductions to a topic that is relevant to a session theme. You will be expected to give multiple presentations.	30%	Individual or small group
Learning Task #2	**Mapping Learning Theories** A group-based conceptual mapping of theories of learning that are represented in contemporary educational practice, theory, and research.	0%	Class
Learning Task #3	**Developing a Window into Your Discipline** Based on a prominent article in your field, this task is aimed at developing your understanding of "where your area of study is at" through the lens provided by a leading researcher.	30%	Group
Learning Task #4	**Getting inside the Expectations for a Dissertation** One of the expectations of a doctoral dissertation is that you represent your epistemological commitments – which can be accomplished in many ways. In this assignment you will (1) look at how it was done in an exemplary dissertation and (2) begin to think about how you might do it.	40%	Individual

1. **MINI-RESEARCH REPORTS ABD CRITICAL RESPONSES - DUE: as indicated in the course schedule; 30% of course mark**

   Given the broad sweep of the course, as instructors we feel it important to incorporate strategies for regular and significant contributions by all participants. Most sessions will thus involve presentation of mini-research reports and/or critical responses to assigned readings.

   It is anticipated that most of the topics for these reports and responses will be assigned. However, it is also hoped that you will volunteer to present on areas of personal interest and expertise if/when you notice a relevance to the course.

   Specifics of these brief tasks will vary according to topic and timing. It is anticipated that, for the most part, they will involve a formal component of a 5- to 10-minute presentation and an informal component of "representing" that topic/personality/event/writing/perspective within the surrounding discussion. A brief written component (i.e., speaking notes, powerpoint presentation, or some other record of the ideas presented) must also be submitted.

   To encourage experimentation and exploration, this task will be graded on a completed/not-completed basis. It is anticipated that you will participate in a minimum of three mini-reports through the term. Feedback on each presentation will be provided by the instructor through email.

2. **MAPPING LEARNING THEORIES - DUE: ongoing project throughout the Fall term, with the hope of a reasonably comprehensive mapping by the end of the term; 0% of course mark**

   There are literally hundreds of theories of learning currently represented in the educational literature. Many practitioners and researchers have attempted to assemble overviews of the more prominent perspectives, but the resulting catalogues do not always afford insights into

how theories are related or unrelated. The intention with this shared task is to create an evolving networked map of prominent theories of learning that highlights common themes, shared histories, points of departure, fractures in opinion, and other elements that might be useful for appreciating the current ecosystem of learning theories and their impacts on educational practice, theory, and research.

Starting places for this work will be websites devoted to similar projects. Two have been identified, and participants are encouraged to seek out others:

- Learning-Theories.com [http://www.learning-theories.com]
- Holistic Approach to Technology Enhanced Learning [HoTEL: http://hotel-project.eu/sites/default/files/Learning_Theory_v6_web/Learning%20Theory.html]

Importantly, the main purpose of this shared effort is *not* to generate a final product, but to engage collectively in the critical interpretive acts of studying and debating perspectives that shape the domain of education. That said, if substantial progress is made toward a useful product, the instructors are certainly open to different opportunities for shared publication – including, most obviously, the possibility of "going public" with an online version of the mapping.

3. **DEVELOPING A WINDOW INTO YOUR DISCIPLINE: DUE: October 28, 30% of course mark**

This assignment will be based on a publication in your home discipline that you and your supervisor co-select early in the term. Criteria for the choice include that (1) the writing be reasonably current, (2) its authorship include at least one "leader" in the field, and (3) the theme be of relevance to your research interests.

The core of this task revolves around "objective" and "subjective" components. You are first asked to complete an "impersonal" analysis of the article for its (implicit and explicit) epistemological commitments. What does it assume/assert about learning, knowledge, pedagogy, education, and/or research? How are those commitments expressed or enacted? What are its blind spots? How does it fit, epistemologically, in the field?

You are then asked to situate yourself within that analysis. How does it align with your own commitments? If you could ask for clarifications, where would you focus? If you were invited to give advice or feedback by the authors on improving the writing, what would offer? Why?

The task will be discussed several times in class before it is due, including a full session devoted to preliminary presentations of interpretations and questions.

COMPONENTS OF LEARNING TASK 3

Component 1: Situating the article
- summary
- locating the topic in the field
- locating in the author(s) in the community

Component 2: Critiquing the article
- explicit epistemological commitments of the writing
- implicit commitments and possible tensions
- alignments and disconnects with the domain

Component 3: Situations yourself
- resonances and dissonances
- advice to the author(s)

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Each component will be graded for:
- content – relevance; completeness
- analysis – appropriateness, incisiveness, … sufficiency to enable participants to appreciate key elements that render the moment coherent and compelling … and, if

appropriate, incoherent and non-compelling for one outside the cloud of
associations
- writing mechanics – insofar as such elements align with the genre chosen: clear
argument, coherent movement through key elements, well-developed transitions

4. GETTING INSIDE THE EXPECTATIONS OF A DISSERTATION – DUE: December 12, 40% of course mark

This assignment will be based on an exemplary UCalgary dissertation in your area of study.
That dissertation is to be selected in consultation with your supervisor.

Your task will be to examine and report on how the dissertation's author represented
her or his epistemological commitments, bearing in mind that much (and often most) of such
identifications are done implicitly through, for example, the manner in which the problem is
stated, the selection of methodologies, and the strategies used to report results.

The main intention of this assignment is to support you in your own writing, especially
with regard to candidacy and dissertation work. In particular, the task is intended as an
opportunity to think through what must be said explicitly, what might be left implicit, and what
might be best avoided.

Reference doc: GPE Thesis and Dissertation Rubric, available online:
URL: http://werklund.ucalgary.ca/gpe/files/gpe/gpe-thesis-dissertation-rubric-april-2016.pdf

COMPONENTS OF LEARNING TASK 4

Component 1: Situating the dissertation
- summary, focusing on methodology
- locating the topic and methodology in the field

Component 2: Critiquing the epistemological commitments and manners of presentation
- explicit epistemological commitments of the writing
- implicit commitments and possible tensions
- discussion

Component 3: Situations yourself
- resonances and dissonances
- "notes to self" – learnings that you might take forward to your own candidacy and
dissertation work

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4

Since each project will be different, there is no one-size-fits-all set of expectations. Specific criteria
by which the assignment will be judged will be negotiated as your interests and emphases come
into focus. That said, your work will be assessed for both *content* (Is there substantive information
present that demonstrates careful and critical engagement and inquiry with the topic? Is
understanding demonstrated of the significant topic issues, perspectives, and implicit/explicit
assumptions? Is it clear where you stand in relation to the issues, perspectives, and assumptions?
Is the product meaningfully tied into your professional and/or research context?) and *form* (Is the
writing organized into a reasonable and readable sequence, such that there is evidence the
product has been intentionally planned, developed, and realized? Does the product show and/or
tell a reasonable, supported, and traceable line of thought/feeling, thus grounding the product?
Does the writing support interpretations and conclusions via the appropriate use of critical
evidence? Are varied textual forms, structures, and types used effectively to indicate the meaning,
relationship, and importance of ideas/practices expressed and represented?)

Distribution of Grades (based upon Faculty of Graduate Studies 2016/2017 Calendar, "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	

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

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.

Students are advised to become familiar with the Faculty of Graduate Studies policies and the University of Calgary support services in these areas: intellectual property, academic integrity, plagiarism, research ethics, effective writing, and English language proficiency. Information about these topics is available through the following web addresses:

- **Plagiarism + academic misconduct:** http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html
- **Intellectual Honesty:** http://www.ucalgary.ca/pubs/calendar/grad/current/gs-m.html
- **Integrity**: http://www.ucalgary.ca/pubs/calendar/grad/current/gs-r.html
- **Research Ethics:** http://www.ucalgary.ca/research/researchers/ethics-compliance
- **My Grad Skills:** http://grad.ucalgary.ca/mygradskills
- **Intellectual Property:** http://grad.ucalgary.ca/current/managing-my-program/academic-integrity/intellectual-property
- **Student Success:** http://www.ucalgary.ca/ssc/

Graduate Studies Calendar, Excerpts on Plagiarism:
O.1.a) Definitions
1. Plagiarism - Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged.
(b) Parts of the work are taken from another source without reference to the original author.
(c) The whole work (e.g., an essay) is copied from another source, and/or,
(d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

O.1.b) Penalties, can include and are not limited to:
1. Failing Grade - A student may be given a failing grade in either an exercise or course in which that student is found guilty of plagiarism, cheating or other academic misconduct. A student may not avoid a failing grade by withdrawing from the course.
2. Disciplinary probation.
3. Suspension.
4. Expulsion.

Academic Accommodations – It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access .

Accommodations on Protected Grounds other than Disability
Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the appropriate Associate Dean, Department Head or the department/faculty designated contact person. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

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

The **Freedom of Information Protection of Privacy Act** (FOIPP) prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit assignments, or submit/return assignments as electronic files attached to private e-mail message.

Emergency Evacuation Assembly Points - For both the Education Tower and Education Block, use the Scurfield Hall Atrium (Primary) or Professional Faculties Foodcourt. See: http://www.ucalgary.ca/emergencyplan/assemblypoints