UNIVERSITY OF CALGARY
FACULTY OF SCIENCE

COURSE OUTLINE

1. **Course:** SCIE 511, Peer Mentoring and Collaborative Learning in Science - Winter 2024

   Lecture 01 : W 17:00 - 19:45 in TI STUDIOA

Instructor	Email	Phone	Office	Hours
Dr. Lisa Stowe	lstowe@ucalgary.ca	403 220-4840	TI 240A	By appointment

   Course Description

   In this course, students (Peer Mentors) will gain both theoretical knowledge of mentoring and practical experience in supporting their peers through the learning process. Peer Mentors enrolled in this course will act as a bridge between the host instructor and students in a course in which the Peer Mentors have previously demonstrated excellence; they will encourage and motivate learning, convey enthusiasm for course material, and provide support for active learning in and out of the classroom. Specific mentorship duties will be dependent on the host instructor's requirements and each Peer Mentor's vision of mentorship. This course will support Peer Mentors in their role by providing instruction in evidence-based learning theories and in principles and practices of group facilitation.

   This course includes a 40-hour practicum as a Peer Mentor in your host class. Coordination of your practicum should take place in consultation with your host instructor.

   Students are responsible for reading and following all course and university policies discussed in this outline.

   Objectives of the Course

   - *Practicum* – Apply theories of learning and tools for teaching during the mentorship of peers in host class
   - *Foundational Concepts* – Explain and describe different theories of learning, tools for teaching and approaches of mentorship
   - *Reflection* – Write critical reflections on experiences linking foundational concepts of learning/mentoring and the practice of teaching/mentorship
   - *Facilitation* – Apply theories of group management, engagement, team building, and conflict resolution during facilitation within ARTS 507

   To account for any necessary transition to remote learning for the current semester, courses with in-person lectures, labs, or tutorials may be shifted to remote delivery for a certain period of time. In addition, adjustments may be made to the modality and format of assessments and deadlines, as well as to other course components and/or requirements, so that all coursework tasks are in line with the necessary and evolving health precautions for all involved (students and staff).

   In Person Delivery Details:

   This course is offered in person on Wednesdays from 5:00pm - 7:45pm.

   Course Site:

   D2L: SCIE 511 L01-(Winter 2024)-Peer Mentoring and Collaborative Learning in Science

   Note: Students must use their U of C account for all course correspondence.

   Equity Diversity & Inclusion:

   The University of Calgary is committed to creating an equitable, diverse and inclusive campus, and condemns harm and discrimination of any form. We value all persons regardless of their race, gender, ethnicity, age, LGBTQIA2S+ identity and expression, disability, religion, spirituality, and socioeconomic status. The Faculty of Science strives to extend these values in every aspect of our courses, research, and teachings to better promote academic excellence and foster belonging for all.

2. **Requisites:**

   See section 3.5.C in the Faculty of Science section of the online Calendar.

   Prerequisite(s) Department Consent Required. : Consent of the Faculty.

   Antirequisite(s):
   Credit for Science 511 and either Science 507.18 or Communication and Culture 507 will not be allowed.

Note(s):
   a. This course includes a 40-hour practicum as a Peer Mentor in your host class. Students should contact the USC Specialized Programs Office regarding consent to register.

3. **Grading:**

The University policy on grading and related matters is described in F.1 and F.2 of the online University Calendar.

In determining the overall grade in the course the following weights will be used:

Course Component	Weight	Due Date (duration for exams)	Modality for exams	Location for exams

Each of the above components will be given a letter grade using the official university grading system (see section F.1.1). The final grade will be calculated using the grade point equivalents weighted by the percentages given above and then converted to a final letter grade using the official university grade point equivalents.

Assignments and Evaluation
This course is evaluated with **Specifications Grading**, which is a grading method used to measure competencies completed to a satisfactory level. Students will earn grades based on the requirements or competencies they choose to complete. Students must complete all the requirements at **AND** below their chosen grade. For example, students who aim to earn an A, must complete all 4 of the Learning Bundles, students who choose to earn a B, must complete Learning Bundles 1-3. Failure to successfully complete Learning Bundle 1 will result in an F grade.

Learning Outcomes for each of the 4 Learning Bundles

1. *Practicum* – Apply theories of learning and tools for teaching during the mentorship of peers in your host class
2. *Foundational Concepts* – explain and describe different theories of learning, tools for teaching and approaches of mentorship
3. *Reflection* – Write critical reflections on experiences linking foundational concepts of learning/mentoring and the practice of teaching/mentorship
4. *Facilitation, Philosophy, and Portfolio* – Apply theories of group management, engagement, team building, and conflict resolution during facilitation within ARTS 507. Additionally, for an A, you must produce a Mentoring Philosophy and pull together materials produced during the course into a professional Portfolio to an "acceptable" standard as defined by the Mentoring Philosophy & Portfolio Specifications and Rubrics.

To **receive a D**, you must complete the Practicum learning bundle to an "acceptable" standard as defined by the Practicum Specifications & Rubric

To **receive a C**, you must complete the requirements of a D, as well as complete the Foundational Concepts learning bundle to an "acceptable" standard as defined by the Foundational Concepts Specifications & Rubric

To **receive a B**, you must complete all the requirements of a C, as well as complete the Reflection learning bundle to an "acceptable" standard as defined by the Reflection Specifications & Rubric

To **receive an A**, you must complete all the requirements of a B, as well as complete the Facilitation learning bundle to an acceptable standard as defined by the Facilitation Specifications & Rubric and produce a mentoring philosophy and professional portfolio.

Specifications for each Learning Bundle – for each learning Bundle you must successfully complete **all** the points specified:

1. Practicum Specifications:

   ○ Complete an *average* of 3 hours/week of practicum with the host class where you provide mentorship to your peers (some weeks may be more than 3 hours, some weeks less, but on average the expectation is 3 hours per week).
   ○ Conduct yourself professionally in interactions with your host instructor including attending and being on time for meetings (missing or arriving late to no more than one meeting in the semester without notice).
   ○ Conduct yourself professionally in interactions and communication with students in the host class.

** This Learning Bundle will be assessed by your host instructor mid-semester and at the end-of-semester using the *Practicum Rubric on D2L*. Only the end-of-semester evaluation will determine successful completion of this Learning Bundle.

2. Foundational Concepts Specifications:

   ○ Attend, be on time, and participate in our ARTS 507 class activities and discussions with no more than 1 unexcused late/absence during the semester.
   ○ Submit at the **start of the second class (Jan 17)** a ~300-word typed *Semester Plan* outlining your goals you wish to work towards throughout the semester. Credit for this is awarded if the Semester Plan demonstrates sound academic effort, as measured by completeness and professional writing.
   ○ Submit at the **start of each class (excluding the Jan 10 class)** a ~300-word typed *Reading Summary* outlining the most important points of the reading(s) for the week. Credit for the Reading Summaries will be awarded if they demonstrate sound

academic effort, as measured by completeness, synthesis of ideas in your own words and professional writing.

- The Reading Summary should highlight the main points of the reading(s), make links to your personal experience, and provide insights for your mentorship.
- Reading Summaries less than 200 words will not be given credit.
- **10 out of a possible 11** Reading Summaries must be submitted to these specifications to successfully complete this aspect of this Learning bundle.

3. Reflection Specifications:

- Submit at the **start of class every two weeks** (Jan 24, Feb 7, Feb 28, Mar 6, Mar 20, Apr 3) a ~800 word typed Critical Reflection.
- **5 out of a possible 6** Critical Reflections must be to an "acceptable" standard, as defined by the *Critical Reflection Rubric provided on D2L*.
- Critical Reflections less than 400 words will not be given credit.

4. Facilitation Specifications:

- Facilitate 1 group "check-in". Guidelines for your role in facilitating the check-in will be provided during the first class.
- In a small group of 2-3 students, facilitate a 40-minute class on a topic provided at an "acceptable" standard as outlined in the *Facilitation Rubric on D2*L.
- **At the start of your facilitated class**, provide to the instructor a detailed, typed '**lesson plan**' for the class, identifying learning outcomes, pedagogical tools and techniques used, and motivation for approaches/strategies/tools used.

** For Students to receive an "A", for this Learning Bundle they must *ALSO*:

- On the **last day of the semester**, submit a ~600 word typed *Mentoring Philosophy* explaining your reasoning for mentoring, providing a brief description of how you mentor and justifying your beliefs about mentoring. The Mentoring Philosophy must be completed to an acceptable standard as outlined in the *Mentoring Philosophy Rubric on D2L*.
- On the **last day of the semester**, submit a *Portfolio* containing all the material produced during the semester including all submitted Critical Reflections and the Mentoring Philosophy as well as any other documents as specified in the Portfolio Rubric. The Portfolio must be completed to an acceptable standard as outlined in the *Portfolio Rubric on D2L*.

** Students will be given **three (3) 'free-passes'** you can use to get "forgiveness" for lateness/absence or to re-submit any material once per pass as a re-attempt to get the work to an "acceptable" standard. **

** Students who exceed expectations *FOR A GIVEN* letter grade, will earn the "+" letter designation. For example, a student aiming to complete the "B" letter grade requirements who completes 6 out of 6 Critical Reflections to an acceptable standard (rather than 5/6) and 11 out of 11 Reading Summaries to an acceptable standard (rather than 10/11) will earn a B+ letter grade. To earn an A+ students must exceed expectations for all Learning Bundles. **

** Students who do not successfully complete **1 (and only 1)** of the specifications **within a single Learning Bundle**, will earn the "-" letter designation. This excludes the Practicum Bundle, which must be completed for successful completion of the course. For example, a student aiming to complete the "B" letter grade requirements, who only completes 4 out of 6 Critical Reflections to an acceptable standard (rather than 5/6) **or** 9 out of 11 Reading Summaries to an acceptable standard (rather than 10/11) will earn a B- letter grade. Students not successfully completing **more than one** of the specifications **within a single Learning Bundle**, will be assessed as **not having met the requirements for that Learning Bundle** and will drop to the Letter grade associated with the Learning Bundles they have successfully completed.**

The University of Calgary offers a flexible grade option, Credit Granted (CG) to support student's breadth of learning and student wellness. Faculty units may have additional requirements or restrictions for the use of the CG grade at the faculty, degree or program level. To see the full list of Faculty of Science courses where CG is not eligible, please visit the following website: https://science.ucalgary.ca/current-students/undergraduate/program-advising/flexible-grading-option-cg-grade

Course Outcomes:

- Apply theories of learning and instruction during their mentorship interactions with peers.
- Apply theories of group management, engagement, team building, and conflict resolution during their mentorship interactions with peers.
- Devise approaches to facilitate active learning and coach peers through their learning process.
- Justify the use of group-based activities and active learning strategies in the context of undergraduate university courses.
- Write critical reflections on experiences linking theories of learning and the practice of teaching

4. **Missed Components Of Term Work:**

In the event that a student legitimately fails to submit any online or in-person assessment on time (e.g. due to illness, domestic affliction, etc...), please contact the course coordinator, or the course instructor if this course does not have a coordinator to arrange for a re-adjustment of a submission date, or possible exemption and reweighing of components. Absences not reported within 48 hours will not be accommodated. Students may be asked to provide supporting documentation (Section M.1) for an excused absence, See FAQ.

If an excused absence is approved, options for how the missed assessment is dealt with is at the discretion of the coordinator or course instructor. Some options such as an exemption and pro-rating among the components of the course may not be a viable option based on the design of this course.

5. **Scheduled Out-of-Class Activities:**

There are no scheduled out of class activities for this course.

6. **Course Materials:**

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam/Camera (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Stable internet connection.

For more information please refer to the UofC ELearning online website.

7. **Examination Policy:**

No aids are allowed on tests or examinations.

Students should also read the Calendar, Section G, on Examinations.

8. **Approved Mandatory And Optional Course Supplemental Fees:**

There are no mandatory or optional course supplemental fees for this course.

9. **Writing Across The Curriculum Statement:**

For all components of the course, in any written work, the quality of the student's writing (language, spelling, grammar, presentation etc.) can be a factor in the evaluation of the work. See also Section E.2 of the University Calendar.

Registrar-scheduled Final Examination: No

If your class is held in the evening, the Registrar's Office will attempt to schedule the final exam in the evening, but there is no guarantee that the exam will NOT be scheduled during the day.

Note: You must complete all assignments and exams or a course grade of F may be assigned at

Submission of Assignments

Please submit all assignments in class or by uploading them to the designated D2L dropbox. Include your name and ID number on all assignments. Be sure to keep a copy of each submitted assignment and to submit the proper version.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. Please note that instructors may use audio or video recording for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. For the full policy on Student Accommodations, see https://www.ucalgary.ca/legal-services/university-policies-

procedures/student-accommodation-policy

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require a medical note. For information on the use of a statutory declaration, see the *University Calendar*: https://www.ucalgary.ca/pubs/calendar/current/m-1.html

Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

Grading & Department of Communication, Media and Film Grade Scale

The following table outlines the grade scale percentage equivalents used in the Department. of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, letter grades will be used for all assignments.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages, A.I. content generators, or visual media.

Students must adhere to the instructor's course policy regarding the use of A.I. generated content in course work. Unsanctioned use of A.I. generated content in course work may be reported as academic misconduct.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin**. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

A.I. tools are to be treated like any other non-scholarly source with credibility issues, such as Wikipedia. Any ideas or wording from ChatGPT or other A.I. tool, must be cited as you would for other non-scholarly sources. When used, the full A.I. conversation must be saved and appended to the document.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at https://ucalgary.ca/student-services/student-success/writing-support or the Purdue Online Writing Lab (OWL) Research and Citation Resources at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with your writing or have questions about citing sources, consult your instructor or visit the Student Success Centre, Taylor Family Digital Library. To book an appointment, go to https://ucalgary.ca/student-services/student-success/writing-support

Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including lectures, course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

To ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes & electronic versions of textbooks), all students are required to read the *University of Calgary Policy on Acceptable Use of Material Protected by Copyright* at

https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy and the requirements of the *Copyright Act* (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html). Students who use material protected by copy-right in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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

10. **Human Studies Statement:**

Students will not participate as subjects or researchers in human studies.

See also Section E.5 of the University Calendar.

11. **Reappraisal Of Grades:**

A student wishing a reappraisal, should first attempt to review the graded work with the Course coordinator/instructor or department offering the course. Students with sufficient academic grounds may request a reappraisal. Non-academic grounds are not relevant for grade reappraisals. Students should be aware that the grade being reappraised may be raised, lowered or remain the same. See Section I.3 of the University Calendar.

a. **Term Work:** The student should present their rationale a s effectively and as fully as possible to the Course coordinator/instructor within **ten business days** of either being notified about the mark, or of the item's return to the class. If the student is not satisfied with the outcome, the student shall submit the Reappraisal of Graded Term work form t o the department in which the course is offered within 2 business days of receiving the decision from the instructor. The Department will arrange for a reappraisal of the work within the next ten business days. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected. See sections I.1 and I.2 of the University Calendar

b. **Final Exam:** The student shall submit the request to Enrolment Services. See Section I.3 of the University Calendar.

Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferral of term work, see

https://www.ucalgary.ca/pubs/calendar/current//g-2-3.html

For information about deferrals of final examinations, see

https://www.ucalgary.ca/pubs/calendar/current/g-3-4.html

For information about requesting a reappraisal of course work or of a final grade, see https://www.ucalgary.ca/pubs/calendar/current/i.html

Student Support Services and Resources

Please see https://www.ucalgary.ca/registrar/registration/course-outlines for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk. For resources on D2L, Zoom, Yuja, etc., see https://elearn.ucalgary.ca/resources-for-students/. (Find the topic menu under the icon to the left of the ELEARN banner.)

12. **Other Important Information For Students:**

a. **Mental Health** 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 supports when needed. We encourage you to explore the 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, Mental Health Services Website) and the Campus Mental Health Strategy website (Mental Health).

b. **SU Wellness Services:** For more information, see their website or call 403-210-9355.

c. **Sexual Violence:** The Sexual Violence Support Advocate, Carla Bertsch, can provide confidential support and information regarding sexual violence to all members of the university community. Carla can be reached by email (svsa@ucalgary.ca) or phone at 403-220-2208. The complete University of Calgary policy on sexual violence can be viewed here.

d. **Student Ombuds Office:** A safe place for all students of the University of Calgary to discuss student related issues, interpersonal conflict, academic and non-academic concerns, and many other problems.

e. **Student Union Information:** SU contact, Email your SU Science Reps: science1@su.ucalgary.ca, science2@su.ucalgary.ca, science3@su.ucalgary.ca,

f. **Academic Accommodation Policy:**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf.

Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, by filling out the Request for Academic Accommodation Form and sending it to Dr. Nicole Sandblom by email ntscdirector@ucalgary.ca preferably 10 business days before the due date of an assessment or scheduled absence.

g. **Misconduct:** Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional Code of Conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. Some examples of academic misconduct include but are not limited to: posting course material to online platforms or file sharing without the course instructor's consent; submitting or presenting work as if it were the student's own work; submitting or presenting work in one course which has also been submitted in another course without the instructor's permission; borrowing experimental values from others without the instructor's approval; falsification/fabrication of experimental values in a report. Please read the following to inform yourself more on academic integrity:

Student Handbook on Academic Integrity
Student Academic Misconduct Policy and Procedure
Faculty of Science Academic Misconduct Process
Research Integrity Policy

Additional information is available on the Student Success Centre Academic Integrity page

h. **Copyright of Course Materials:** All course materials (including those posted on the course D2L site, a course website, or used in any teaching activity such as (but not limited to) examinations, quizzes, assignments, laboratory manuals, lecture slides or lecture materials and other course notes) are protected by law. These materials are for the sole use of students registered in this course and must not be redistributed. Sharing these materials with anyone else would be a breach of the terms and conditions governing student access to D2L, as well as a violation of the copyright in these materials, and may be pursued as a case of student academic or non-academic misconduct, in addition to any other remedies available at law.

i. **Freedom of Information and Privacy:** This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIPP). Students should identify themselves on all written work by placing their name on the front page and their ID number on each subsequent page. For more information, see Legal Services website.

j. **Surveys:** At the University of Calgary, feedback through the Universal Student Ratings of Instruction (USRI) survey and the Faculty of Science Teaching Feedback form provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference - please participate in these surveys.

Schedule of Lecture Topics and Readings

Week	Theme	Activities	Readings	Assessment
Jan 10	Introduction to the course Checkin Norms Goal Setting	Check-In Course Outline Review Ethics overview Reflective Writing Specifications for Reading Summary	Course Outline Blooms Taxonomy Checkin norms handout	

Jan 17	The Nature of Learning Reflective Writing	Check-In Review the Nature of Learning Construct a learning activity that incorporates the elements from the Nature of Learning. Reflective Writing DEAL Model	The Nature of Learning Ash and Clayton	Semester Plan Reading Summary 1
Jan 24	Active Learning	Check-in Active Learning: What is it? Why do we do it? What's the alternative? Who holds the responsibility for learning, teacher or student?	Classroom Activities for Active Learning	Reading Summary 2 Critical Reflection 1
Jan 31	Collaborative Learning	Check In What is collaborative learning and how do we do it effectively?	Bruffee, The Art of Collaborative Learning D2L	Reading Summary 3
Feb 7	Metacognition	Check-In The Growth and Goals Module	Kim Tanner, Promoting Student Cognition, CBE Life Sciences Education, Vol. 11, 113-120, Summer 2012	Reading Summary 4 Critical Reflection 2
Feb 14	Scaffolded Learning	Check-In Vygotsky	In and Out of the Zone of Proximal Development. Vygotsky on Education. D2L	Reading Summary 5
Feb 21	**No Class: Reading Break**			
Feb 28	Teaching and Freedom	Check-in 507/511 Student Facilitated Learning	Freire, Pedagogy of the Oppressed, Chapter 2 D2L	Reading Summary 6 Critical Reflection 3
Mar 6	Transformative Learning	Check-In 507/511 Student Facilitated Learning	Mezirow, Transformative Learning: From Theory to Practice, D2L	Reading Summary 7
Mar 13	Holistic and Lifelong Learning	Check-In 507/511 Student Facilitated Class	Jarvis, Towards a philosophy of human learning; A holistic approach, D2L	Reading Summary 8 Critical Reflection 4
Mar 20	Vulnerability, gender and the classroom	Check-In 507/511 Student Facilitated Class	hooks, Teaching to Transgress, D2L	Reading Summary 9
Mar 27	Teaching with Heart	Check-In 507/511 Student Facilitated Class	Palmer, Teaching with Heart and Soul: Reflections on Spirituality in Teacher Education, D2L	Reading Summary 10 Critical Reflection 5
Apr 3	Teaching Soul	Check-In 507/511 Student Facilitated Class	Dirkx, Nurturing Soul, D2L	Reading Summary 11 Critical Reflection 6 Portfolio Mentoring Philosophy

Electronically Approved - Jan 05 2024 14:34

Department Approval