

**The University of British Columbia
Faculty of Education
Department of Curriculum and Pedagogy
Winter Term 1 2020**

EDCP327: Critical Inquiry in Health Education

DETAILS

Meetings: Monday: 10:30-12:00 & Wednesday 10-12:00

Modality: Online/Remote Learning in synchronous & asynchronous formats

Any synchronous meeting will start at 10:30am and dates vary. See Syllabus for details.

INSTRUCTOR

Instructor	Email	Office #	Telephone #
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PURPOSE OF COURSE

This course examines the nature and practice of health education in the context of physical education. Critical inquiry in health education aims to engage students in thinking broadly about the topics presented in curriculum and how these are then delivered through pedagogical practice. Research in the area of teacher education and health education indicates that teachers do not feel prepared nor confident when teaching health related material. Using readings, lectures, class dialogue and inquiry-based learning the course aims to engage with the content for preparing teachers to teach health education. Moreover, the aim to support health related pedagogy is to position health education as a field of study that intersects, supports, and advances the field of physical education.

For those interested in school contexts, health education is increasingly an integral component of physical education pedagogy. Research suggests health education often gets left to the side or added in when there is space and time. Regularly, and often with good intentions, health information and educational material is re-packaged for a specific grade level, where sensitive topics are avoided altogether out of fear of offending some or providing too much information to others. Regardless of the intent, pedagogical moments related to health happen in both formal and informal settings and have lasting implications. With this in mind, this course will use group learning and discussion as a means of examining the ethical responsibility educators have to teach

complex health and health-related issues to diverse learners in physical education classes. To address both the benefits and challenges of teaching health education, one aspect of this course will be to consider the teachers' role and the role of other health professionals in health education.

Premised on the World Health Organization's definition of health, this course moves beyond individual-focused behavior modification approaches to health and wellbeing, positioning health as a complex social, cultural and biological issue. In particular, issues such as gender and sexuality, fat oppression, race and ethnicity, and age will figure prominently into theoretical and practical oriented approaches to health education.

By the end of the course, students will:

- Demonstrate knowledge and understanding of historical and philosophical approaches to critical health education;
- Develop greater insight into their own identities as physical and health educators;
- Demonstrate knowledge and understanding of curriculum;
- Develop skills to critically evaluate and analyze health education programs and models that seek to influence young people's health;
- Lead activities designed to promote critical health education.

- **All Zoom Meetings (synchronous sessions) will begin at 10:30am. See Table for Specific Dates**

COURSE SCHEDULE		
Module 1	Welcome	
Week 1 Sept 9	Introduction Course Overview Social Contract	Synchronous Session- Zoom
Module 2	Critical Health Education & Inquiry Education	
Week 2 Sept. 14	Wright, J., O'Flynn, G., & Welsh, R. (2018). In search of the socially critical in health education: Exploring the views of health and physical education preservice teachers in Australia. <i>Health Education, 118</i> (2), 117-130.	Asynchronous Learning
Sept. 16	Creating our Environment and Thinking Deeply about Health Education Pre Meeting Read: https://thetyee.ca/News/2019/03/14/What-BC-Youth-Saying-About-Health/	Synchronous session
Module 3	Intergenerational Knowledge, Indigenous Knowledge and Health	

Week 3 Sept. 21	Williams, S., McEwen L. J., & Quinn, N. (2017). As the climate changes: Intergenerational action-based learning in relation to flood education, <i>The Journal of Environmental Education</i> , 48(3), 154-171. DOI: 10.1080/00958964.2016.1256261 Elder Gerry Oleman- Healing Tools and Methods https://www.youtube.com/watch?v=yUiDlaAQYBo Indigenous Games Elder Knowledge https://www.youtube.com/watch?v=THDn8rY-gWc	Asynchronous Learning
Sept. 23	Kirmayer, L., Simpson, C., & Cargo, M. (2003). Healing traditions: Cultures, community and mental health promotion with Canadian Aboriginal People's. <i>Indigenous Populations</i> , 11(Suppl. 1). Also Read the following Policy Documents: First People's Principles of Learning Truth and Reconciliation Commission's Call to Action	Asynchronous Session
Module 4	Health Education: What's happened in the past and planning the future.	
Week 4 Sept 28	Intergenerational Health	Asynchronous Session
Sept. 30	Critical Health Education Project Planning <ul style="list-style-type: none"> • Live Meeting to Facilitate Project Planning 	Synchronous learning
Module 5	Health Promotion, Health Education and Health Pedagogies	
Week 5 Oct. 5	Macdonald, D., Johnson, R., & Loew, A. (2014). Health Education and Health Promotion: Beyond bells and cells. In K. Fitzpatrick and R. Tinning, (Eds.), <i>Health Education. Critical Perspectives</i> (pp. 17-39). New York, NY: Routledge Press.	Asynchronous Session
Oct. 7	McNinch, H. (2016). Fat Bullying of Girls in Elementary and Secondary Schools: Implications for Teacher Education. In E. Cameron and C. Russell (Eds.), <i>The Fat Pedagogy Reader: Challenging weight-based oppression through critical education</i> , (pp. 113-122). New York, NY: Peter Lang.	Asynchronous Session
Module 6	Youth Experiences in PHE and School Environments	
Week 6 Oct. 14	Beni, S., Fletcher, T., & Chroinin, D. (2017). Meaningful experiences in physical education and youth sport: A review of literature. <i>Quest</i> , 69(3), 291-312. DOI: 10.1080/00336297.2016.1224192	Asynchronous Session
Week 7 Oct. 19	Burk, K., Park, M., & Saewyc, E. (2018). A media-based school intervention to reduce sexual orientation prejudice and its relationship to discrimination, bullying, and the mental health of lesbian, gay, and bisexual adolescents in western Canada: A	Asynchronous Session

	population-based evaluation. <i>International Journal of Environmental Research and Public Health</i> , 15, 2-16.	
Oct. 21	Investigating Strategies for Teaching Health Education, Observing Young People as Agentic Beings, Systemic Observations of School Health	Synchronous learning
	NOTE: Assignment for School-based Orientation Practicum (required but not graded) or Alternative Assignment for those not in School-Based Orientation Practicum	
Mon, Oct. 26- Friday Nov. 6	School-based Orientation Practicum (Teacher candidates will be placed in schools and we will not have class meeting or class requirements EXCEPT the School-based Practicum or Alternative Assignment.	No classes
Module 7	Reflections on School or Community Health Observations	
Week 8 Nov. 9	In this class, we will discuss your observations and experiences related to health education either in a school setting or in society. Those who were placed in schools will share their observations about students and those who engaged in a community related observation will reveal their findings.	Synchronous learning
Module 8	Critical Health Inquiry	
Week 9 Nov.16	Critical Inquiry Health Project	Asynchronous Session
Nov. 18	Article Review and KM Sharing (breakout group discussions)	Synchronous Learning
Module 9	Mental Health, Sex Ed and Eating Disorders	
Week 10 Nov. 23	Kutcher, S., Bagnell, A., & Wei, Y. (2015). Mental health literacy and secondary schools: A Canadian Approach. <i>Child and Adolescent Psychiatric Clinics of North America</i> , 24(2), 233-244.	Asynchronous Learning
Nov. 25	Gilbert, J. (2007). Risking a relation: Sex Education and adolescent development. <i>Sex Education, Sexuality, Society and Learning</i> , 7(1), 47-61.	Asynchronous Learning
Week 11 Nov. 30	Pinhas, L., McVey, G., Walker, K., Norris, M., Katzman, D., & Colliers, S (2013). Trading health for a healthy weight the uncharted side of healthy weight initiatives. <i>Eating Disorders: The Journal of Treatment and Prevention</i> , 21(2), 109-116.	Asynchronous Learning
Module 10	Your Future and Critical Health Education Work	
Dec. 2	Article Review and KM Sharing (breakout group discussion), Concluding Thoughts & Next Steps, Take Home Reflection Test	Synchronous Learning

ASSIGNMENTS

Please make sure that you read these details before starting your work. Some additional details can be found on Canvas.

Assignment	Value	Due Date
1. Synchronous and Asynchronous Participation	10%	Ongoing
2. Intergenerational Health Education Assignment	25%	September 28 th
3. Critical Inquiry in Health Education Paper (Group) <ul style="list-style-type: none"> • Paper Outline (thesis planning, identify research to support topic, framework for paper) • Paper 	5% 20%	October 14 th November 18 th
4. Article Review and Knowledge Mobilization (Group)	20%	TBA
5. Take Home Reflection – Distributed Dec. 2	20%	December 7

1. Synchronous and Asynchronous Participation – 10%

Purpose: prepare and participate in class activities to build a sense of community, share and learn from one another, model good pedagogical practice, experiment with different teaching styles.

Quality contributions to course discussion boards and relevant responses to colleagues' posts, engagement in synchronous sessions. Timely and respectful engagement with online discussions. Discussion schedule posted in Canvas.

2. Intergenerational Health Education – 25%

Purpose: This assignment is designed to provide historical perspective into the ways in which health ideas and practices are constructed and how they shift over time depending on the political, social, economic and material conditions of the environment. Learning from the experiences of others, to focus on how health is constructed in relation to individual experience and social context is paramount to this assignment.

In this assignment, students should be able to:

- Demonstrate knowledge and understanding of historical and philosophical approaches to critical health education;
- Develop greater insight into their own identities as physical and health educators;

Instructions - Steps to get started:

1. Select a grandparent, great grandparent, older auntie or uncle, or Elder in your community (ideally this person is > 60 years of age).
2. Ask to speak to this individual at a time that is convenient and inform him/her/them that it might take 30 minutes to an hour.
3. Develop three to six questions to guide your discussion and engage the person in conversation about health practices and health education. Questions should be open

ended (i.e. Can you describe for me what ideas about physical activity were popular for your generation when you would have been my age? Were these different for men and women? Can you tell me about what influenced your health decision-making? Where did you get your health information from? What changes have you noticed about health messaging?) As you craft your questions use this opportunity to learn from someone you know well to better understand their story and to learn about health practices over time.

4. It is advised that you record the conversation. Most phones have a recording mechanism built into them. Be sure to ask the person about recording the conversation. You will need to present the questions and responses when you submit the assignment. An audio recording will help you for this aspect of the assignment as you can directly upload the recording. Only the Instructor and teaching assistant will listen to the recording and it will be deleted from the course once the course is complete.

Content to Submit - Instructions

1. Describe the person you spoke with and your relationship with this person. Identify how you organized your questions (i.e. thematically, chronologically, etc.). Demographic information about the person should help contextualize their story. Be sure to ask the person if he/she/they are comfortable with you sharing his/her personal information. Information about urban or rural experiences, immigration or relocation experiences, family and living conditions along with the political climate surrounding the story is relevant information to share about the person.
2. State or describe some of the key health topics or stories you learned while speaking with the person. Analyze what you learned in the conversation in relation to health information or messaging. To help you with the analysis you are encouraged to think about power relations at play in the person's life. What government initiatives dominated the day, or how did daily living or everyday tasks influence their health practices or choices? How did gender or gender and race influence the person's health practices? Develop an analysis that reflects social and historical issues shaping health and people's lives.
3. Given your personal relationship with this person, conclude your paper with a reflection on what you are also learning about your life story. If this is too personal, you could choose to reflect on what you learned in relation to becoming someone who is about to teach or communicate information about health and healthy living. Share only what you are comfortable.

Paper Details:

Format: double spaced, 4 pages (max), 1" margins, 12pt. font (Cambria, Calibri, Times).

Audio File: Upload a copy of your media file. See Canvas for details on how to submit.

Upload the recording to the Assignment when you submit it. If no recording is possible you must type out the questions and responses.

In this assignment, students should be able to:

- Demonstrate knowledge and understanding of historical and philosophical approaches to critical health education;
- Develop greater insight into their own identities as physical and health educators.

Due: September 28, 2020 by 11:59 pm

3. Critical Inquiry in Health Education Project- 20%

Purpose: By designing a critical health inquiry project, you will develop skills related to the inquiry process in relation to a health education project. The inquiry approach will follow an open design, with some structured elements, to permit you an opportunity to formulate critical questions to explore a health topic. As you take up this inquiry design you are being asked to challenge the dominant or traditional power relations typically used to both frame and present health education.

In Module One, we overview an Inquiry approach. From this synchronous class and online readings, you can begin to develop a group Inquiry Project in Critical Health Education. The assignment enables you to brainstorm a critical health project, collect a series of resources and sources of information to analyze. This project could be a topic your group is interested in or a topic you might like to teach to your secondary students.

Details

Group Work: You will be assigned a group in Canvas. See People-Group Inquiry. In your group you will decide on a health education topic to explore. Everyone has strengths and weaknesses, in your first group meeting take time to discuss how you like to work and what your strengths might be. Then arrange a series of meeting times that allow everyone time to work independently prior to meeting as a group. Working collegial and collaboratively you will work on both aspects of the Assignment (Step 1 and Step 2).

Step 1: Paper Outline: A paper outline is required on October 14, 2020 (11:59 PST). A series of inquiry questions around a similar or related topic and a list of three examples of sources for data collection and analysis. One - 1.5 pages double spaced outline is required (Ideas for Parts 1 & 2).

Submit on Canvas in Assignments. Value: 5%

Due: October 14th before 11:59pm

Step 2. Generate an inquiry project. Follow the Parts of an Inquiry Process provided below and on Canvas. You are required to submit:

- a) a paper – overviewing the inquiry process (use the subheadings, write in full paragraphs describing what you gathered and/or learned in each phase of the process);
- b) a communication tool – a tool that enables you to share what you learned from the inquiry with an intended audience.

Submit on Canvas in Assignments. Value: 20%
Due: November 18th before 11:59pm

The overall assignment is an opportunity to begin thinking about teaching and learning using inquiry as a method. In particular you are expected to explore a relevant health topic. Process is key to this assignment and the scale of your project should be manageable and allow you to experience learning using an inquiry method. See Parts of the Inquiry Process below.

Parts of the Inquiry Process
(adapted from Ontario's Health and Physical Education Association)

Part 1 Formulate Questions: What would *critical* health education inquiry questions consider? Brainstorm several that relate to an area your group can agree to explore.

Part 2 Gather and Organize: What information can you find out about the topic. Begin data from a range of sources from local, provincial, national data sources (i.e. BC Adolescent Health Survey, Diary BC, Public Health Agency of Canada), academic, peer reviewed journal articles, professional communications or journals, and or related news stories or sources. Social media can also be included. To enhance your project, be sure to choose a range of sources can assist with a broad perspective of the topic under inquiry. [3-5 sources]

Part 3 Interpret and Analyze: What information is being shared about the topic and what does it tell us? Furthermore, what information about the topic is not shared or explained in greater detail. As you collate your data sources how do you interpret what you've found? Some examples for interpretation might include: Do you notice any patterns emerging? What relationships are identified, strengthened or weakened? What actions bring about currency and who benefits from these actions? What moralistic views play out in the approaches found for sharing health information? Or, are the moralistic views of the issue absent or do they not apply? [2 double spaced pages]

Part 4 Evaluate and Draw Conclusions: Once you have collected and analyzed data what can you take away from what you learned? What can be said about what you found? Did your inquiry lead you in new directions? Was a critical health education approach challenging to find in relation to your topic or what might a critical health education inquiry offer the topic under examination?

Part 5 Communicate: Develop a communique about what you learned. This can be in the form of a short audio file or video, or a narrated PowerPoint presentation. Choose a medium that is appropriate for your indented audience (i.e. high school students, staff at a school, university students, parents, etc.) and share information about what you learned in the assignment. Be sure to use appropriate language as you craft your communique.

Part 6 Reflect: Consider what you learned, what new directions you might go or what new scenarios you are interested in inquiring about.

In this assignment, students should be able to:

- Demonstrate knowledge and understanding of curriculum;
- Develop skills to critically evaluate and analyze health education programs and models that seek to influence young people's health;
- Lead activities designed to promote critical health education.

Step 2 [both a) and b)]

Due: Wednesday, November 18th, 2020 11:59 PST

- a) Paper Length: 5-6 double spaced pages using subheadings in the Inquiry Process. Use full sentences to explain your thoughts but when appropriate bulleted points are acceptable. Double spacing, 12pt font- Times New Roman, Calibri or Cambria.
- b) Communication tool (for knowledge mobilization/knowledge sharing. The communication tool can come in the form of a podcast, short video, infographic, advocacy style paper, newspaper submission, opinion piece, etc.. Choose a medium and reaches your intended audience.

Referencing: APA 7th Edition

4. Article Review and Knowledge Mobilization – 20 %

Purpose: This assignment is designed to support student engagement with critical health education scholarship. In doing so, students will develop synthesis and analytic skills as well as communication techniques. In small groups students will:

1) develop a powerpoint presentation that overviews key aspects of the academic articles; and,

2) create a task applies concepts from the article to pedagogical practice. Pedagogical practice can include school health initiatives, environmental activism, sport development and coaching, campus recreation planning and development, teacher wellness, etc.

In this assignment, students should be able to:

- Lead activities designed to promote critical health education.
- Develop skills to critically evaluate and analyze health education programs and models that seek to influence young people's health.

Details

1. You will be assigned a group and an article. To find your group, go to People - Groups - KM Groups.
2. Articles have been assigned to Groups. See the Table below.

3. Everyone will read the article and then as a group you will meet to plan and develop a powerpoint presentation reviewing the article. Then, discuss the article's substantive content in relation to a pedagogical topic, problem or idea in relation to secondary school, school communities, university or sport settings.
4. Design a pedagogical task or health promotion artefact that shares what you've learned with an identified group.

Article Review: The thesis, methods (if applicable) and key arguments presented in the article should be conveyed in a powerpoint presentation.

Application (Pedagogical task): Take what you have learned from the article whether this be new concepts or the generation of new questions about health and design a task for others to do. This task could be an in-class activity, health promotion campaign for a school or university, workshop for teachers, etc. The task should be specific to a population (i.e. secondary school students, university students, student-athletes, whole school setting, etc.).

[For example, if the article presents knowledge about the effects of body shaming in school and in PHE, what might you do in your pedagogical practice to address this or to bring students' awareness to the affects and effects of body shaming? Are there activities you might create or language you would use, or videos or resources you might share with your students?]

Groups and Assigned Articles to Review

Group 1	Macdonald, D., Johnson, R., & Loew, A. (2014). Health Education and Health Promotion: Beyond bells and cells. In K. Fitzpatrick and R. Tinning, (Eds.), <i>Health Education. Critical Perspectives</i> (pp. 17-39). New York, NY: Routledge Press.
Group 2	McNinch, H. (2016). Fat Bullying of Girls in Elementary and Secondary Schools: Implications for Teacher Education . In E. Cameron and C. Russell (Eds.), <i>The Fat Pedagogy Reader: Challenging weight-based oppression through critical education</i> , (pp. 113-122). New York, NY: Peter Lang.
Group 3	Beni, S., Fletcher, T., & Chroinin, D. (2017). Meaningful experiences in physical education and youth sport: A review of literature. <i>Quest</i> , 69(3), 291-312. DOI: 10.1080/00336297.2016.1224192
Group 4	Burk, K., Park, M., & Saewyc, E. (2018). A media-based school intervention to reduce sexual orientation prejudice and its relationship to discrimination, bullying, and the mental health of lesbian, gay, and bisexual adolescents in western Canada: A population-based evaluation. <i>International Journal of Environmental Research and Public Health</i> , 15, 2-16.

Group 5	Kutcher, S., Bagnell, A., & Wei, Y. (2015). Mental health literacy and secondary schools: A Canadian Approach. <i>Child and Adolescent Psychiatric Clinics of North America</i> , 24(2), 233-244.
Group 6	Gilbert, J. (2007). Risking a relation: Sex Education and adolescent development. <i>Sex Education, Sexuality, Society and Learning</i> , 7(1), 47-61.
Group 7	Pinhas, L., McVey, G., Walker, K., Norris, M., Katzman, D., & Colliers, S (2013). Trading health for a healthy weight the uncharted side of healthy weight initiatives. <i>Eating Disorders: The Journal of Treatment and Prevention</i> , 21(2), 109-116.

What to Submit

Article Review: The article review should be presented in the form of a powerpoint presentation. Presentations should be no more than 10 slides total. 24 pt font and be mindful of the amount of text on any one slide. The first slide should indicate the article title, authorship and the names of group members.

Application (Pedagogical task): Details should be kept to two pages (1.5 spacing). Images or extra pieces of detail can extend the page length. You could also consider a video recording, infographic, poster, or anything else creative that fits your topic area and population.

Due: Assigned Dates. Each Group will submit their work on the **Date of the Assigned Reading** by 11:59 PST.

Referencing: APA 7th Edition

4. Take Home Reflection – 20%

Purpose: This assignment is designed for you to demonstrate knowledge acquired through course readings, discussions and lived experience.

Details: Your perspective will be important but the ideas you share must be grounded in aspects of the course. You will be given questions from which you will write a reflection and submit it on the due date. Information about the “take home” will be given on the last day of classes.

Take Home Reflection Requirements Shared: December 2

Take Home Reflection Due: December 7, 11:59 (PST)

Assignment for School-based Orientation Practicum (required but not graded)

Purpose: In your school-based orientation practicum, you are being asked to do **TWO** things:

1) Observe students and teachers in and around the school. This might mean you think about our discussion about observations earlier in the course. I am not looking for you

to be critical of what teachers and students are doing but rather observing how they do what they do, or who does particular things in and around the school or class, and who does not? Who dominates classes and who remains on the margins? How do the young people act in groups versus when they are alone? What groups seem to form? How do teachers support one another either in the day-to-day realities of teaching or as a department? In other words, become an educational sociologist and observe what is happening around you.

2) Observe how the school practices and promotes health (i.e. what policies does the school have in place, what signs or symbols do you notice in the school, how is information about health communicated?). If an in-school orientation practicum does not take place in Winter 1, I will adapt this assignment so that you can make observations based on the type of practicum you experience.

- You can simply take a few notes during the time you are in your practicum. Come to the online class prepared to describe what you observed.
- During our synchronous learning session on Monday, November 9th, 2020, you can discuss your points of observation and share some analysis.

Alternative Assignment for Non- Teacher Education Candidates Community Health (required but not graded)

Purpose: The purpose of this assignment is to explore health related opportunities in a community setting. Beginning to think about how place both informs and shapes health practices is vital to understanding people's relationships with each other and their environment.

You will take time during the two-week orientation practicum break to observe a community setting of your choice and look for two things:

1) Spaces where people are active. Keep in mind activity comes in a variety of forms so be open to looking for how you see activity unfolding around you; and,

2) Who uses the space and how do different people use the space differently?

Step 1: use google maps satellite view and map out the area you will observe. Identify key areas people are active (i.e. sidewalks, green spaces, fields, roads, buildings that house activities, waterways, etc.). You can take a screenshot of this or use google maps to clearly mark your activity areas. Number the activity areas.

Step 2: At various times of the day, if you can, and several times over the two weeks, observe the areas you identified. Record some information about what you observed in the areas. Take some notes so you can speak about your observations and further analyze what activities you observed and who was being active.

- During our synchronous learning session on Monday, November 9th, 2020, you can share the map and discuss your points of observation and share some analysis.

Grading Department of Curriculum Studies Grading Guidelines

A level - Good to Excellent Work

A+ (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. It shows a very high degree of engagement with the topic.

A (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.

A- (80-84%) Generally a good quality throughout the work. A few problems of significance. Good comprehension of subject matter and use of existing literature and research. Work demonstrates an ability to integrate critical and creative perspectives on most occasions. The work demonstrates a reasonable degree of engagement with the topic.

B level - Adequate Work

B+ (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.

B (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.

B- (68-71%) Barely adequate work at the graduate level.

C level - Seriously Flawed Work

C (55-67%) Serious flaws in understanding of the subject *material*. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.

D level

D (50-54%)

F level - Failing Work

F (0-49%)

Attendance

The nature of the Teacher Education Program is highly participatory. Regular attendance in all classes (including lectures, laboratories, tutorials, seminars, practicum, field experiences, etc.) and the timely completion of assignments are essential to success in the Teacher Education Program. This includes attendance and participation in synchronous online classes and asynchronous coursework.

Teacher candidates are expected to follow proper procedure for any absences that occur during the program. This protocol aligns with the responsibilities and expectations of all teaching professionals when reporting absences.

See the link for more information: <https://teach.educ.ubc.ca/students/attendance/>

Universities Values and Policies on Student Success

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policiesresources-support-student-success>).

Statement of Respect and Inclusion

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC's Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members' full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and/or citizenship status.

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments.

Please feel welcome to e-mail your instructor your name and pronoun and how you would like these to be used. You can also select pronouns in Canvas, if you wish.

Professionalism

Everyone is expected to attend synchronous classes, promptly; actively engage in discussions and activities in a respectful manner and timely fashion; and engage in collegial collaboration with colleagues. There are spaces in Canvas where groups can meet to connect and work on assignments using Collaborate as well as a shared space in the People-Group area. Developing and maintaining professional standards requires direct attention. Being punctual, respectful of people's time, attentive to deadlines, etc. contributes to acquisition of professional skills and habits.

Academic Accommodation for Students with Disabilities

The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access university services, programs, and facilities and to be welcomed as participating members of the University community. The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles.

Review for Authenticity

All work submitted by students (including, without limitation, essays, dissertations, theses, examinations, tests, reports, presentations, and tutorial assignments) may be reviewed by the University for authenticity and originality. Without limiting the generality of the foregoing, such review may include the use of software tools and third party services including Internet-based services such as TurnItIn.com. By submitting work, students consent to their work undergoing such review and being retained in a database for comparison with other work submitted by students. The results of such review may be used in any University investigation or disciplinary proceedings (see Student Discipline, p. 59).

Academic Honesty and Standards

Academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action.

It is the student's obligation to inform himself or herself of the applicable standards for academic honesty. Students must be aware that standards at the University of British Columbia may be different from those in secondary schools or at other institutions. If a student is in any doubt as to the standard of academic honesty in a particular course or assignment, then the student must consult with the instructor as soon as possible, and in no case should a student submit an assignment if the student is not clear on the relevant standard of academic honesty.

If an allegation is made against a student, the Registrar may place the student on academic hold until the President has made his or her final decision. When a student is

placed on academic hold, the student is blocked from all activity in the Student Service Centre.

Academic Appeal Process

In all cases of disagreements between instructional staff and students, the first course of action is for the student to raise the concern directly with the instructor who is obligated to listen to the concern and provide a timely, respectful response consistent with our Statement on Academic Climate. If this response is not acceptable to the student, then the process described below should be followed. Before starting this process, however, the student may wish to discuss their concern with the Peer Academic Advisor, their Pro Tem Advisor, or the department's Graduate Advisor to get a "third party" opinion on the matter and advice on how to proceed.

- 1) The student should summarize in writing the nature of the academic judgment of concern, the basis for an appeal of that judgment, and the process followed and outcome of any effort made to resolve the matter with the instructor. If the matter concerns a grade on an assignment or in a course, the course outline should be provided along with the assignment(s) of concern including any feedback provided by the instructor. This summary and related materials should be submitted to the Head of the department within two weeks of the effort to resolve the matter with the instructor.
- 2) The Head will review the information provided and consult with the instructor and others as necessary. The Head may also ask other faculty members to review the student's work and offer an assessment of its strengths and weaknesses.
- 3) The Head will make an initial determination of the merits of the appeal and then meet with the student to discuss it within two weeks of the appeal being submitted. This discussion may include options available to resolve the concern if the appeal is judged to have merit. If requested by the student, the Head will prepare a written summary of this meeting that will be provided to the student, with a copy to the instructor, within a week of the meeting.

If the matter is not resolved to the student's satisfaction by the Head and the student wishes to pursue the appeal further, they should contact the Associate Dean of Graduate Programs and Research, Faculty of Education, who can provide advice on how to pursue the appeal at the Faculty level. Only after this departmental process has been exhausted (but not to the satisfaction of the student) will students be permitted to turn to other academic appeal channels in the Faculty and the University.

Statement Regarding Online Learning for International Students

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are

a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>