Investigating Urban Schools: A Case Study Approach  
(EDUC 5746, section 001)  
Monday, 2:30PM – 5:30PM, Room 1139

**Instructor:** Kenan Omercajic  
komercaj@uwo.ca

**Course Coordinator:** Dr. Wayne Martino

**Calendar Copy:** An introduction to a case study approach to investigating equity issues in urban schools. Teacher Candidates identify appropriate topics and investigative methods, and reflect upon their findings in terms of relevant literature and their own experiences in urban schools.

**Course Description:** This is a workshop-based course, which aims to equip students with research skills for investigating equity issues in urban schools. Its purpose is not to provide a comprehensive view of educational research in the broadest sense and its various forms, but to introduce students to teacher focused and case study inquiry approaches, which emphasize reflective practice as a basis for professional learning and for generating evidence informed understandings about addressing equity and social justice in urban schools. In this sense, it is important to realize that students are being introduced to one particular approach to doing research (i.e. case study), which places the teacher at the heart of the research process. Central to teacher focused inquiry is the professional learning journal, which is as an important method, tool and source for generating data and grounding evidence-based understandings of teaching and learning in urban schools. The course introduces students to the following key components of the research process involving teacher inquiry: 1. Developing a research question or focus (i.e. topic of investigation); 2. Using a theoretical framework; 3. Engaging with relevant literature (literature review); Method (using the professional learning journal to collect data); 4. Analyzing data; 5. Implications of research findings, and 6. Ethical considerations. Given the limitations of conducting research within the context of the B.Ed. program, as well as pragmatic considerations, the teacher professional learning journal is designated as the sole method and instrument for data collection and generating evidence informed insights in light of engaging with the relevant literature. Through using the journal, the course aims to equip students with research-based understandings of conducting teacher-based inquiry in urban schools.

**Learning Outcomes:**

- To develop an understanding of reflective practice as a basis for professional learning and for conducting school-based research
To use the teacher professional journal as an important data source for generating knowledge about equity and social justice in urban schools

To understand teacher inquiry as a legitimate form of research

To apply an understanding of equity-informed theoretical frameworks in reflecting on practice in urban schools

To reflect critically on existing and relevant equity focused and informed research

To understand the purpose of and to write a short literature review

To employ equity frameworks and relevant selected literature as a basis for generating analytical insights into one’s own research topic/practice

To undertake a small-scale equity focused research study on a topic of one’s choice

To work collaboratively to generate research informed understandings of a specific equity focused topic

To produce a research report which reflects a synthesis of both theory and relevant literature as well as an understanding of evidence informed practice.

Course Content and Activities:

Week 1: The Reflective Teacher (October 15, 2018)

Reflective practice is central to this course and to teacher inquiry research. Teachers’ self-reflection is a tool for self-knowledge and basis for professional development and learning.

In this class: You will explore and apply a reflective practice framework as the basis for thinking more deliberately and systematically about your own role as an educator is who is committed to addressing equity and social justice in urban schools. Together, we will analyze the examples of reflective practice from Corti (2002) and French (2002) so you are familiar with the requirements for reflective practice.

Journal Entry 1 (Due October 19, 2018): This will be your first entry for the Learning Journal which we will learn more about next week. You will start by reflecting on your last practicum. You need to try to take into consideration the perspectives and standpoints of others when reflecting on your practice. You can consider any or all of the following questions to guide your reflection:

- What lessons did you learn from your associate teacher and from students themselves?
- What sort of feedback did you receive from your associate teacher?
- Did you create opportunities for students to provide feedback on your teaching or actively seek their feedback? How did you do this?
- Is there a particular lesson that did not go well? How would you improve it?
- Is there anything you would have done differently when thinking back on your last practicum?
- Were there specific systemic or equity issues that you identified at the school and/or in your classroom, and which you actively sought to address or just became aware of?

Required Readings:

Additional Resources:
Examples of Reflective Practice:
Week 2: The Professional Learning Journal (October 22, 2018)

The professional learning journal is a key tool for documenting critical and reflective practice. It is much more than a diary or a recording of your personal experience. The professional learning journal is a means by which you can record your observations and reflections throughout the course and while you are out in the field. It is important to understand that there is a significant body of research committed to professional learning and development, which is known as Action Research. This approach is committed to supporting teachers as researchers in their schools through providing them with critical reflective frameworks and tools for investigating their own practice.

In this class: To practice your observation skills, we will watch a series of classroom videos. Your task is to relate what you observe in these videos to the four lenses of reflection discussed by Zalipour. Consider classroom interactions, pedagogical interventions, assessment and evaluation techniques.

Journal Entry 2 (Due October 22, 2018): Reflect much more specifically on a particular incident drawn from your practicum experiences. Try and think about an incident which relates in some way to an equity concern in light of your previous reading for Urban Schools in year one of your B.Ed. program. Describe the incident or particular experience in detail. How does your previous reading help you to make sense of this experience?

Required Readings:
The reflective teacher: www.mheducation.co.uk/openup/chapters/9780335222407.pdf
http://danieljayres.blogspot.ca/2013/12/critical-incidents.html

Additional Resources:

Preparation for next class: Be sure that you have read Gorski’s equity literacy framework for class next week. We will be forming groups (research hubs) around broad equity issues (race/ethnicity, sexuality/sexual orientation, gender identity, socioeconomic status, etc.). It will be helpful if you have thought about or decided upon a particular focus or issue that is of interest to you.

Week 3: Describing and Applying Equity Frameworks (October 29, 2018)

Theory is central to research. Theory may be defined as a lens or framework for thinking about and informing your thinking about your research. Theory provides us with key concepts and can help us to reflect more deeply on experience in classrooms and schools. Gorski and Pothini’s equity literacy framework is a useful template for reflecting on critical incidents and approaches to addressing equity in urban schools.

In this class: In this class we will split up into groups and explore the cases scenario approach used by Gorski and Pothini. This model will provide you with some practice in designing your own scenario for your Action Plan. In the second part of the class, time will be allocated to start thinking about a potential research topic so you can start to develop your Action Plan which must be submitted on November 17. You will
organize yourselves into groups (research hubs) around the following broad areas for thinking about equity infused practice in urban schools:
- Race/Ethnicity
- Sexuality/Sexual Orientation
- Gender Identity
- Socioeconomic status
- Curriculum Specific focus (Mathematics, Science, English, History, Health and Physical Education)
- Other suggested area

**Examples**

- How is racial and ethnic diversity addressed in the curriculum? How do I see myself addressing racial and ethnic diversity in the curriculum? What does it mean to engage in anti-racist and/or anti-Islamaphobic education in urban schools? How do I see myself doing this in my own classroom/curriculum field?
- How is homophobia being addressed in your practicum school? Is there any evidence that specific policies exist in the school that are committed to anti-homophobic education? How is sexual diversity being addressed in the curriculum? How do you see yourself addressing it? Are there spaces where you can incorporate a LGBT focus in your teaching in terms of specific content? Does your particular school have a GSA? What can you learn about the GSA in terms of the students who are members, the teacher advisor and also its activities? You could make a concerted effort to become involved in the GSA and to record your experiences and reflections.
- How are issues related to gender diversity and gender justice being addressed in the school curriculum? Are there specific policies related to supporting transgender and gender diverse students? What knowledge and understandings of trans students and their needs exist in your particular school community?
- How are issues related to social class reflected in your school community? How do you see yourself engaging in anti-classist and anti-poverty education in your teaching? How can you support students from economically disadvantaged backgrounds? What evidence can you find that these students are actually being supported or not?
- How do you see yourself addressing equity and social justice within your own curriculum-subject specific area? How do you see yourself implementing or applying productive pedagogies principles and with what particular effects?

**Journal Entry 3 (Due October 29, 2018):** In this entry you are deliberately thinking about your experience in light of these frameworks and the insights they afford you in making sense of your own experiences of equity and social justice in schools. Continue to think about your experience in the classroom and schools in light of Gorski’s equity literacy framework. You might also want to incorporate other equity theorists (Kumashiro, Sensory and DiAngelo). These scholars provide us with certain concepts that help us to really think through equity and unequal power relations in schools. Be sure to identify at least one concept from any of the equity frameworks that we have studied that you draw on in your practice or that you will use to inform your Action Plan.

**Required Readings:**
Research Rundowns: Introduction to educational research
https://researchrundowns.com/intro/whatisedresearch/
Gorski, P. & Pothini, S. (2014) Chapter 2: Analyzing cases using the equity literacy framework (pp. 11-20)
Additional Resources:
Applying Equity frameworks:
Gorski, P. & Pothini, S. (2014) Chapter 4: Cases on religion (pp. 33-43)

Preparation for next class: You will find a journal article/book/online source that relates specifically to your topic. Read your chosen source carefully and be prepared to discuss it within your research hub (focus, framework, findings). You may also wish to bring your laptops to class so that you can continue to search for relevant sources online as you think through and discuss your topic in your research hub.

Week 4: Research Hubs and Literature Reviews (November 5, 2018)

Central to the research process is engaging with relevant literature that speaks directly to your topic. At this stage you may have only read a few research sources that are relevant to your research focus. You will continue to build on this knowledge base throughout the course. Continued reading of relevant literature throughout the course is central to informing your thinking about your practice and to any deliberate and purposeful action that you take.

In this class: Outlining your research topic and deciding upon an Action Plan are central outcomes for this class. First, you will meet as a research hub to share and discuss the articles that you read this past week. Each member of the group will take time to present their article to the group (focus, framework, findings). Second, you will work collaboratively in your research hub to generate an Action Plan as the basis for generating reflections on your practice in light of your case study research topic.

Journal Entry 4 (Due November 5, 2018): Professional journal writing entries should reflect engagement with the relevant literature that relates your research focus and the equity issue you want to address through your Action Plan. In this journal entry, focus on the research source you have chosen and identify the focus, framework, and findings of the article. How does your article inform your own Action Plan?

Required Readings:
Skene, A. Writing a literature review (2 pages)
University of the Fraser Valley: Writing a literature Review (4 pages)

Preparation for next class: You must develop your Action Plan and be prepared to present your Action Plan to the rest of the class next week. You can use the following template when preparing your Action Plan presentation.
Investigating Urban Schools: A Case Study Approach | EDUC 5746

Ethics Guidelines for Research in Schools

You need to be aware of specific ethical considerations. Jim Parsons at the University of Alberta identifies the following ethical principles to follow when conducting Action Research.


<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principle one: Minimizing the risk of harm</strong></td>
<td>Educational research should never cause harm to participants. This includes physical, emotional, or social harm.</td>
</tr>
<tr>
<td><strong>Principle two: Informed consent</strong></td>
<td>Any interaction you have with students or observations that you record are considered to be part of what you would normally do as part of your practicum, and so there is no consent required from any of the participants. You are just being deliberate in your focus to learn more about your topic.</td>
</tr>
<tr>
<td><strong>Principle three: Protecting anonymity and confidentiality</strong></td>
<td>Under no circumstances must you refer to the name of the specific school where you are undertaking your practicum. You must ensure that names of any teachers or students you write about cannot be identified in any way. This will require you using pseudonyms.</td>
</tr>
<tr>
<td><strong>Principle four: Avoiding deceptive practices</strong></td>
<td>If participants are deceived, they cannot know (a) they are taking part in a research study or (b) what the research asks of them. In fact, research deception cuts out the collaboration that makes action research so valuable.</td>
</tr>
</tbody>
</table>

---

**Action Plan Template**

**Topic**: Define your topic and focus of investigation. What is your overall research question, problem or issue that you want to address or learn more about?

**Purpose**: What is the purpose for your investigation? Why is it important to you personally and for teachers professionally?

**Framework**: Explain how Gorski’s equity literacy framework or any other frameworks inform your thinking or current understandings about your case? (Kumashiro/Productive Pedagogies/miller/Sensory & D’Angelo/Rands). How exactly will an equity infused framework help you to think thorough specific equity concerns that are relevant to your topic? In other words, what key concepts will inform your research and thinking about your topic.

**Relevant Literature**: List and briefly outline some relevant literature that has informed your case study focus. This will involve citing literature which group members have read and which relates specifically to your topic. You only need to identify a few important research-based sources in this section.

**Actions**: What deliberate and intentional actions are you going to take during your practicum so that you can generate reflections specifically related to addressing your topic? Note these need not be conceived as additional requirements but need to be understood as actions which can be incorporated into your already existing practicum/lesson planning/overall schooling experience. In this sense, these actions will not be additional, but entail a deliberate attention and focus so that you can record your reflections on these specific actions/interventions in your professional learning journal. For example, you might make an effort to speak to other teachers or students informally about the GSA at your school and to record in your journal what you learn from them. Overall, you must outline specific tasks and potential activities/lessons that you will target intentionally and deliberately while on practicum. These actions must be thought about in concrete terms which enable you to generate observations about practice and evidence based reflective data. You will also need to provide a rationale for these actions and your thinking behind them.
Week 5: Action Plan Presentations (November 12, 2018)

Each research hub will present their Action Plans to the rest of the class. You are encouraged to follow the above template, but your focus will be on Topic, Purpose and Actions. Sharing your templates with the class will also allow for some feedback and also help you to be clear about your actions in light of your specific topic and purpose for collecting data. You can use this feedback to refine your Action Plan before submitting it for evaluation on November 17, 2017. Each PowerPoint presentation should be submitted electronically (one per group) and will be included as part of your overall participation grade. Each group will have no more than 25 minutes to deliver their presentation.

Field Notes and Journaling on Practicum

I want to encourage you to use your Professional Learning Journal during your practicum. While you will be very busy you must try to make some time to take notes at key points in the execution of your Action Plan. This sort of recording is important because it will be easy to forget important details by the time your practicum is over. So, try to create some time or space to reflect deliberately on your practice throughout the practicum. Try to take notes so that these can be used at later point (when you have more time) to assist you in your reflective and critical writing for your professional journal.

In preparation for our January 8 class, you should complete at least two journal entries which detail your reflections in light of your Action Plan that you can share with your research hub. Consider the following prompts for your entries:

- What did you observe?
- What do you learn on the basis of these observations?
- What worked? What didn’t work?
- How did students respond?
- What opportunities for feedback from students did you provide/allow for?
- Did you seek out the perspectives of your associate teacher and/or other educators at the school?
- Can you identify any critical incidents?
- In hindsight, is there anything that you would have done differently?
- How will you improve on or develop your practice for your next practicum?

Week 6: - Scheduled Reviews of Action Plans (November 19, 2018)

In this class: Prior to embarking on your Alternative Field Experience (AFE), you will have the opportunity to schedule one-on-one conversations with the instructor of the course to review your action plans after they have been marked and returned to you. By doing so, you will receive feedback on your action plans in addition to the comments made by the instructor. You will also have the opportunity to ask any questions for clarification or concerns you might have before beginning your AFE. This is an informal class and is available to those who wish to gain further insight, clarity, or direction as you begin to implement your action plans during your AFE.


Journal Entry 5 (Due November 19, 2019): Reflections on implementing your Action Plan

Week 7: Workshop: Reflecting on Your Action Plan (January 7, 2019)
In this class: In this workshop you will share your individual research findings in your research hubs only. It is space for you to talk and to think through the implications of your research findings and to refine your reflections further. In this session it is my hope that you will learn from one another by sharing your reflections on the execution of your Action Plans and research findings. You might want to start thinking about creating a particular case scenario, along the lines that Gorski and Pothini do in their book, and to share it with the rest of the class as part of your group presentations in Weeks 4 & 5.

Journal Entry 6 (Due January 7, 2019): Reflections on implementing your Action Plan

Required Readings:
Productive Pedagogies: Classroom Reflection Manual (Department of Education, Queensland)

Preparation for next class: You must read and analyze one research source (in addition to the source you identified in week 4) and share this article within your research hub. Be prepared to discuss the following questions in your research hub: What is relevant about this source and how does it inform your analysis and thinking about your research and specific reflections on your practice? Does your experience on practicum resonate in any way with any of the points/comments that are made in the literature source?

Week 8: Workshop: Reflecting on the Relevant Literature (January 14, 2019)

Now that you have generated reflections and insights on the basis of intentional and deliberate action you will need to return to the relevant literature in the field. Each individual student will need to undertake a short literature review in light of their reflections. You will review three literature sources in light of your reflections. This workshop and the sources that are identified by your research hub can be used to complete the Mini Literature Review due January 19, 2017.

In this class: Each student will bring one literature source (in addition to the one chosen for Week 4 in the Fall term) and share it with their research hubs. You will explore the following questions: What is relevant about this source and how does it inform your analysis and thinking about your research and specific reflections on your practice? Does your experience on practicum resonate in any way with any of the points/comments that are made in the literature source?

Journal Entry 7 (Due January 21, 2019): What did you learn from other members in your research hub about their experiences in schools? Did anything in particular stand out for you in light of both your recent experience in schools and your research hub experience in class today? You should refer to various aspects of the Productive Pedagogies framework in this journal entry.

Week 9: Research Hubs: Presentation Preparation (January 21, 2019)

This workshop will be devoted to preparing your research hub presentations. Each group will be allocated 45 minutes. Please follow these guidelines when preparing your presentation.

Journal Entry 8 (Due January 28, 2019): Congratulations! You have reached the end of the course. Now is the time to reflect on some of the concepts and skills that you have learned. In this final journal entry, consider your role as teacher researcher in the projects you have completed in this course. What does teacher as researcher mean for you in your professional practice? In what ways has research changed your professional practice? How might it continue to impact your professional practice moving forward?
Week 10: Sharing Your Findings Presentations (January 28, 2019)

Week 11: Sharing Your Findings Presentations (February 4, 2019)

Week 12: Scheduled Interviews about Final Research Reports (February 11, 2019)

In this class: This will be an informal class where you will be given the opportunity to schedule one-on-one interviews with the instructor of the course as you continue to refine your final research report. You will have the opportunity to sit down with the instructor and have any questions or concerns about the research report clarified. This is a great opportunity for you to ensure that the research report that you submit (due: February 14, 2019) is a strong final product.

Course Materials:

Gorski, P. & Pothini, S. (2014) Case studies on diversity and social justice education. New York: Routledge [Electronic version available through UWO library access]. A copy has been placed on closed reserve. Hard copies can be purchased from Books Plus. The course readings will be available on line under the Resources icon through the OWL class web site.

Assignments and Other Course Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Professional Learning Journal</td>
<td>30%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Journal Entry 1</td>
<td></td>
<td>October 19</td>
</tr>
<tr>
<td>Journal Entry 2</td>
<td></td>
<td>October 22</td>
</tr>
<tr>
<td>Journal Entry 3</td>
<td></td>
<td>October 29</td>
</tr>
<tr>
<td>Journal Entry 4</td>
<td></td>
<td>November 5</td>
</tr>
<tr>
<td>Journal Entry 5</td>
<td></td>
<td>November 19</td>
</tr>
<tr>
<td>Journal Entry 6</td>
<td></td>
<td>January 7</td>
</tr>
</tbody>
</table>

Presentations Outline

**Topic:** Outline your topic and purpose briefly.

**Framework:** Explain the specific framework and concepts that inform your understanding of your case.

**Method:** Provide a brief overview of the actions/interventions taken.

**Research Findings:** You will need to provide some synthesis of research findings for your research hub. You will need to describe what you discovered and then to talk about its significance for thinking about practice and for improving it. Here you might want to refer to some of the significant literature which you have read, and which informs/speaks to your analysis.

**Implications:** Outline what you consider to be the implications of your research. Why is it important and what lessons have you learned, or can you offer other practitioners?
Journal Entry 7 | January 21
---|---
Journal Entry 8 | January 28
Action Plan | 20% | November 15
Mini Literature Review | 10% | January 18
Research Report | 30% | February 14

Class Participation (10%)
- Attend every class
- Complete the required readings and tasks for that week
- Be prepared to participate in small group/research hub discussions/activities
- Use allocated class time wisely to work collaboratively on relevant tasks, especially those involving research hub presentations
- Be respectful of and listen to others’ point of view/perspectives

Professional Learning Journal (30%)
Each entry should be at least 500 words. What is being assessed is the quality of the reflection and the extent to which there is an effort to incorporate critical insights that are informed by your engagement with key equity/social justice concepts and other relevant literature. Please see Professional Learning Journal Rubric for entry writing requirements.

Action Plan (20%) DUE: NOVEMBER 12, 2018
Each student will be expected to submit an individual Action Plan (1000 words) that includes the following components. This plan allows each individual student the opportunity to provide further explicit and detailed information, as it relates specifically to deliberate actions that will be taken during the practicum, and in light of their specific reading. This Action Plan is crucial because it will guide your reflections and subsequent journal writing entries that will be important evidence-based data sources for your final research paper at the end of the course.

- Topic Discussion (1 paragraph)
- Purpose and Significance (1-2 paragraphs)
- Framework (3 paragraphs)
- Literature (1-2 paragraphs)
- Actions (1-2 pages)

Mini Literature Review (10%) DUE: JANUARY 18, 2019
You will choose three literature sources and explain their significance in light of your case study focus. What knowledge and insights do they provide in terms of thinking about your own research and analysis? Criteria are listed below but please see Annotated Bibliography Rubric.

Criteria:
- Provides a brief summary of the content of each source
- Explains the relevance of each source in relation to chosen research topic
- Identifies important themes across all three sources and explains how these relate to own research topic
- Provides evidence of critical reflection and deep thinking beyond just describing the content of each source
- Draws connections between the three sources and illustrates how each source has contributed to knowledge of the topic
- Expression is clear and there is clear evidence of editing to ensure that grammatical errors have been addressed
- A reference list using APA Style is provided
Research Report (30%) DUE: FEBRUARY 14, 2019

This is based on your research hub presentation on research findings, but enables you to tailor your report much more specifically to your own research school site, as well as to demonstrate what you learned from others in a more sustained and detailed manner than that allowed for in the class presentation which requires some negotiation about what to include to ensure representation of research findings across all research hub members' presentation. Please see general outline below and the more detailed Individual Research Report Rubric.

Topic: Outline your topic and purpose briefly.
Framework: Explain the specific framework, concepts that inform your understanding of your case.
Method: Explain your method and reflect explicitly on your fieldwork and observation.
Research Findings: You will need to provide some synthesis of research findings for your research hub. You will need to describe what you discovered and then to talk about its significance for thinking about practice and for improving it. Here you will need to refer to some of the significant literature which you have read and which informs/speaks to your analysis.
Implications: Outline what you consider to be the implications of your research. Does your specific case study and what you have learned have any implications for students who are not in the Urban Schools cohort and/or for teacher education students more broadly in terms of our curriculum and instruction here in the Faculty of Education?

Policy Statements:

Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf

ATTENDANCE: The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line at http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf

EXCUSED ABSENCES: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.
Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 10% per day, and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf

Plagiarism: Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: https://www.edu.uwo.ca/teacher-education/docs/policies/WEB_PlagiarismPolicy.pdf

Plagiarism-Checking:

a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Western SUPPORT SERVICES

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: http://www.uwo.ca/uwocom/mentalhealth/