



# Dr. Sean Lessard

## 5.0 Teaching Dossier

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# 5.1 Teaching Dossier

## Teaching Statement

### Red Worn Runners as a Pedagogical Approach

Sometimes 5, sometimes 18, one time 30 but every day through August the Red Worn Runners have been inspiring me as we shuffle, sprint, and navigate our way down the dusty roads of Enoch Cree Nation, always wearing red—red t-shirts that is. It is a beautiful thing to experience and we always start at the local school in the town site, stretching, slowly getting ready for a run. Sometimes I love this daily ritual, other times I loathe it; it depends how my body is feeling. But we stick together through this, one day at a time. Girls, boys, young people, and older people like myself make this trek daily throughout July and August. Sometimes we run 4 kilometers in a day and we make sure to always jog by the community health centre and the band office.

It is interesting because now people wave at us when we jog. They used to look at us with mistrust. There was doubt in their glances. They quietly shook their heads as they saw youth move in a different way. I like visiting with the youth about the run and how it feels. They say they love it and now I am starting to believe it, as they log their kilometers and look towards the poster to see how far they are going, to see how far they have been. Did I tell you . . . you should see these kids run. It is beautiful—no training, no fancy gyms—just the town site; bumpy dirt roads with truck imprints embedded in the earth . . . then the sandy gravel of the back roads towards the potato plantation, our target turnaround always.

Wheat fields and canola fields are on each side. They seem to be our only fans some days and they seem to wave us on when we move. No judgments there. We run and the youth tell me they have never done this before, never seen the fields as I describe them, never seen the beauty in them like I describe. I am hoping and thinking they see it now. I am hoping they see something different within themselves.

We are all in a line, a long red line, staying as close together as possible. And when the Red Worn Runners take off into the distance, it is magical. It takes me home every time we run; home to the gravel roads and the farms of my youth, to the wheat fields and barley fields, and the beautiful sounds and smells that I cannot imagine in the city. We talk about treaties, families, relationships, and the beauty of creation on the morning jogs. We are simply moving knowledge as Basso[i] might say. This is the living curriculum[ii] they talk about, the familial curriculum[iii]acknowledged. I did not think that the kids would continue but it goes to show you how much I don't know. They showed up every day and even run on their own these days.

The Red Worn Runners will continue to be on my mind as the leaves get ready to turn and the farmer swaths down the majesty to the left and the flowering yellow to the right. It is indeed a beautiful thing, one I won't soon forget. I hope we keep running. Sometimes 5, sometimes 18, one time 30, today just me. The Red Worn Runners inspired me to shuffle, sprint, and navigate my way down the dusty roads of Enoch Cree Nation, always wearing red—red t-shirts that is.

Many years later I continue to go back to the opening narrative at times reading it, at times sharing it with different audiences but always pausing somewhere in the middle and thinking with these earlier moments of teaching. I reread this narrative today, letting my words call those youth back to mind. Letting the words take me back to their words, their stories, their voices and the images of moving in a different way alongside one another. Letting the words take me back, to the dreams of what might be possible if we listen carefully and attend to the voices of Indigenous youth. These words stay with me as I think of who I am and who I am becoming as an Indigenous writer and educator. They remind me to always return to the early experiences, sometimes physically, sometimes metaphorically, for it is in that return home that I am sustained.

## References

[i] Keith Basso, *Wisdom sits in places: Landscape and language among the Western Apache*. New Mexico: University of New Mexico Press, 1996).

[ii] Jean D. Clandinin, Michael F. Connelly, *Teacher as curriculum maker*. (New York: Macmillan. 1992).

[iii] Janice Huber, Shaun M. Murphy, and Jean D. Clandinin, *Places of curriculum making: Narrative inquiries into children's lives in motion*. (London: Emerald. 2011).



## Teaching Philosophy

I find myself sitting with questions around philosophy often these days, as my life is consistently drawing me into conversations around pedagogy, philosophy, and the multiple definitions concerning both education and school. I look back at the question of what my philosophy is as I am asked this often in my role as a speaker across Canada. I am asked questions around what school and education looks like in the future for Indigenous youth. These are big questions to ponder and questions that I take seriously as I consider my responsibilities in relation. These are questions that are beyond me and require much more than a singular response. I am in this way resisting the notion to be named an expert in this area.

My days are often filled in with phone calls, text messages and emails as Directors of Education, Principals, Teachers, Chiefs, families, students and community members reach out to me in an effort to think together about what school and systems look like within their various contexts. It seems in some way they all have concerns and motivations in various respects. I have in some way and somehow served as a conduit for these important conversations, and a listening ear to bounce ideas off of. The dialogue and the conversational relationship opens up spaces where we can both imagine ways forward in these puzzles in education. I most often find myself saying to look for the "small wins" or the "micro wins" and to "dwell and linger longer in the positives". I often find myself in a role of advocacy, even if it is just listening and hearing people voice their concerns. I know these ideas seem so simple but in my experiences these have been the guiding forces to help in the process of keeping things going, that being the momentum forward, and to always strongly resist the notion of "fixing" a system or "intervening" on it if you will as these all have implications for youth, families and communities. At the root of this is flipping the system over and trying to map it by understanding, locating and naming who I am in relation to it.

## **Pragmatic Fence Posts**

These ideas that I am playing with are what I would call pragmatic fence posts, memory markers in another way, helping me in a way as sustaining guides in this educational world that I am negotiating. I am carefully considering the fence posts as mile markers, geographical beacons that are measuring my steps, helping me to slow down at times, reminding me to look carefully in multiple directions, and with that paying attention to the subtleties and nuances in each place that I am coming to know. These pragmatic fence posts help me in my travels as I spend considerable amounts of time in many Indigenous communities across Canada. As I enter each place I have learned to slow down over time and call on previous experiences to help guide me, the images of fence posts in my peripheral vision as I glance in multiple directions out the windows and I count how far I am going and how far I have been.

I am marking out the territory in a way, helping me to find my way in a new place, in a new environment that is unfamiliar to me. I like thinking about the details of each place and the travel both physical and metaphoric as I prepare to enter into each community. I have learned to slow down within myself and pay attention to the surroundings as they are teachers when I listen to them. I have learned to linger longer in each place, and look for the in-between stories, not the picture that is most often presented at the beginning stages of relation. I am calling on my knowledge from other places to help me understand and grow in new places. I flip back in memory often these days, looking backwards as I move forward in each place. I look at these moments for those fence post markers that guide me in this way, by reminding me to be open to new possibilities, and that each place has its own context, its own experiences, its own protocols and processes, its own memory.

These ideas and concepts are at the roots of my teaching philosophy and my ontological commitments to relationships. These concepts are directly connected to my lived experiences, where I have learned the most important lessons alongside youth and community, and for the most part outside the place of school. These lessons and teachings along the way I carry with me into my classrooms in the present.

## Looking Backward

I was honoured with the 2018 Most Distinguished Alumni Award at Lakeland College. It was good to go back home so to speak to those early memories of what brought me to college and what guided me along the way, to becoming a "teacher". The memories flowed back quickly as I made my way down the road preparing a speech in my head, and thinking carefully along the way on how this might be considered. Different memories became more animate and clear, many memories that I had not considered for many years. I was thinking with so many good stories on that day, and the one area that was so present was the important work that I had to do on myself as I prepared for my first college experience as a 17 year old with not much life context.

In the early part of my first semester at Lakeland College I recognized the need to get a job to help offset living costs as I struggled to pay my bills living on my own first the first time in my life. I managed to find a job working with a young man with Spina Bifida, his name was Jeremy and my job was to get him ready for school each morning and bed each night, and to provide recreational opportunities after school. I would say this job changed me forever in not so simple ways. For the first time in my life I had to learn to provide and care for someone in a different way, someone other than myself. This sounds so smooth when I write it here and when I read it aloud to myself, but it changed me in ways that I had not anticipated, as I worked with him for the two years that I attended college. For five days a week this was my job, this became something different than a job, more like a relational commitment. To be more clear I had to step outside of my comfort zone and travel in some ways to another person's world in a Marie Lugones kind of way, both physically and metaphorically. I can say that this was a shaping influence and a pragmatic fence post that is etched in my mind and reverberates through my body even in the present. I had to learn to move beyond my own assumptions and my own experiences to reshape the possibilities alongside this young person, this young person became my first teacher, and showed me another way to think and be in relation with a person.





The ways in which I am writing this would be an exemplar of both my approach in classrooms and schools alongside both youth and teachers. I am interested in "slowing down" the relationship at key moments and creating space so we can begin to understand the importance of turning inward to our own stories and experiences. I have learned how important this step is and how difficult it can be to do the hard work of inward turning, as it creates discomfort and can be difficult travels at times. I often speak of the importance of "mapping the educational landscape" and understanding who we are within it. These conversations are important as they move beyond subject matter and the skills and trade secrets of teaching that is often coveted. I have a philosophy that I actively practice and that is closely tied to my pedagogical approaches within the classroom.

In closing, I return to the opening narrative. It has been well over 15 years that I first started metaphorically and physically running alongside the "Red Worn Runners" in Enoch Cree Nation. I find it interesting that I am assisting Enoch Cree Nation in the present once again, as they have asked me to help them design a summer school experience for high school youth. I can't run as fast as I once did. I do not move with the same rhythm. I do not have the relations as firm as I used to as I am not involved as much with the youth in the community. 7

My life has shifted as I return to the community. We are calling the experience that we are co-designing Seasonal Summer Learning and we are tying the opportunity to Alberta High School Credit in Wellness and Leadership. I am thinking with the early experiences as many of the young people that I worked with in my earlier teaching life are now the community members that are leading the initiative. They are, as they remind me still, the "Red Worn Runners" just in a different way.

Sometimes 5, sometimes 18, one time 30 but today it's just me the Red Worn Runners have been inspiring me as I shuffle, sprint, and navigate my way down the dusty roads of Enoch Cree Nation, always wearing red—red t-shirts that is.





# 5.2 Courses Taught

## UNIVERSITY OF ALBERTA

### **EDES/EDSE 501: Narrative Inquiry with Children, Youth, and Families**

This course is intended to engage students in an exploration of narrative inquiry as both research method and phenomenon under study. A central focus will be on engaging in narrative inquiries with children, youth, and their families in multiple contexts. The course will create spaces for participants to narratively inquire into their experiences with children, youth and families and to explore how, as narrative inquirers, we might attend more closely to teachers', children's/youths', and families' lives. Concepts for consideration will include, among others: narrative inquiry as a relational research methodology. The course intent is to explore how these concepts can be woven together to understand the living of lives, contributing to more just, peaceful, and meaningful schools and communities. This is an **elective** course.

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### **EDSE 373/374: Curriculum and Teaching for Secondary School Social Studies Majors/Minors**

Social studies serves as a curricular space for developing deeper understandings of the communities we inhabit and the identities we deploy to imagine, envision and act to shape the present and the future. Good pedagogy opens students' eyes and minds to the challenges and possibilities of living and working in complex and diverse communities. The course is intended to encourage pre-service teachers to examine issues, challenges, tensions, and possibilities that shape, impact and trouble social studies teaching and learning. Students will give serious consideration to what it means to teach, and how social, cultural, economic, political, spiritual, and linguistic forces shape and influence teachers' identifications, and how they can make teaching dynamic, challenging, and intellectually engaging. By the end of this course, students will be able to articulate a complex conception of social studies, recognize pedagogic opportunities in programs of study, and locate/develop resources and strategies for teaching. This is a **required** course.

# Courses Taught (Cont.)

## **EDES 409:                      Aboriginal Curriculum Perspectives**

Curriculum Studies in education focuses on what is (not) learned and what ought (not) to be learned both in and out of school. In common sense terms we tend to think of curriculum as content or subject matter, a program of planned activities, and/or a set of intended learning outcomes. These approaches to curriculum have given rise to particular kinds of curriculum questions, some of the most common being: Why do we teach? What do we teach? How do we teach? What knowledges are of most worth? Curriculum studies traditionally encompass curriculum development, design, implementation, evaluation, change, as well as curriculum theorizing. Curriculum studies also provides a range of theories and discourses which enable us to critique and better understand classroom practice, and imagine alternative forms of practice.

The field of curriculum studies in Canada has recently been challenged by shifting public policy priorities that call for deepened awareness of Aboriginal perspectives in educational contexts. Across Canada, curriculum initiatives have been introduced that acknowledge Aboriginal perspectives and Indigenous knowledge systems and integrate them into Programs of Study across subject areas and grade levels. Alberta Education has been a curricular leader in these initiatives. These policy shifts are guided by the First Nations, Métis and Inuit Education Policy Framework (2002) that specifically identifies the need to increase the knowledge and understanding of Aboriginal cultures and knowledge systems by all Albertans as a major educational goal. Following these directives, program leaders from Alberta Education have had extensive consultations with Aboriginal leaders, educators, and community members regarding curriculum reorientation to these new policies. The result is the creation of some fairly unique curriculum documents that place significant demands on the curricular and pedagogical practices of educators today.

This course is designed to help educators better understand and interpret the significance of Aboriginal perspectives as seen in these recent curricular initiatives in Alberta. The class will consider the philosophies and wisdom traditions of Indigenous knowledge systems and the curricular and pedagogical implications of these. We may also focus in on particular subject area concerns, individually and collectively, and consider the critical contributions that Indigenous knowledge systems and perspectives could play in these classroom contexts. One of the unifying messages of this course is that Aboriginal curriculum perspectives provide a unique opportunity for teachers to rethink and reframe their approaches to teaching and curriculum.

This is an **elective** course.

# Courses Taught (Cont. 2)

## **EDSE 501: International Research Perspectives in Teacher Education**

The purpose of this course is to autobiographically explore questions of your identities as teacher educators. Students will read recent research in multiple areas of interest and reflect on who they are as people and professionals. Through this process, students will begin to formulate research puzzles / questions that emerge as they return to their autobiographical explorations around their identities as teacher educators. This is an **elective** course.

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## UNIVERSITY OF REGINA

## **ECS 100: Knowledge, Schooling and Society**

This course introduces students to historical and foundational questions: what counts as knowledge and how has knowledge been "produced" and reproduced through schooling and its administration in the past and the present. Students will explore these questions in various ways, including observations in contemporary schools and communities. This course begins the complex process of constructing teacher knowledge. This is a **required** course.

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## **ED 816: Narrative Inquiry as Relational Methodology**

This course examines the roots of narrative inquiry in education, explores various approaches to narrative inquiry, and presents its theoretical and practical constructs and contexts. Critiques of narrative research in education will be discussed. Participants will write and share their own narratives of teaching and learning. This is an **elective** course.

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## **ECS 350: Pedagogy, Theory & Practice II (Secondary Ed)**

This course continues the work begun in ECS 300. Prospective teachers will confront more complicated and complex issues as they plan, deliver and assess sophisticated instructional strategies in high school classrooms. This course will invoke all they have learned in prior ECS and subject area courses as part of their personal development into competent and socially aware beginning teachers. This is a **required** course.

# Courses Taught (Cont. 3)

## **ECS 311: Pedagogy, Theory, & Practice II (Middle Years)**

This course continues the work begun in ECS 300. Prospective teachers will confront more complicated and complex issues as they plan, deliver and assess sophisticated instructional strategies in middle years classrooms. This course will invoke all they have learned in prior ECS and subject area courses as part of their personal development into competent and socially aware beginning teachers. This is a **required** course.

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## **ECS 110: Self and Other**

This course contributes to students' understanding of their emerging teacher-identities, including the following topics: cultural and psychological discourses producing the roles of teacher; constructs of self and other in relation to difference; and agency in the development of teacher identity. The implications of anti-oppressive and other orientations to families, communities and schooling are explored. This is a **required** course.

### **TEACHING RECORD:**

<u>YEAR</u>	<u>COURSE</u>	<u>ENRL.</u>
2023	<b>EDSE 373, Curriculum and Teaching for Secondary School Social Studies Majors</b> Lec	23
2023	<b>EDSE 374, Curriculum and Teaching for Secondary School Social Studies Minors</b> Lec	12
2022	<b>EDSE 373, Curriculum and Teaching for Secondary School Social Studies Majors</b> Lec	23
2022	<b>EDSE 374, Curriculum and Teaching for Secondary School Social Studies Minors</b> Lec	12
2022	<b>EDSE 373, Curriculum and Teaching for Secondary School Social Studies Majors</b> Lec	23
2022	<b>EDSE 374, Curriculum and Teaching for Secondary School Social Studies Minors</b> Lec	12
2021	<b>EDSE 373, Curriculum and Teaching for Secondary School Social Studies Majors</b> Lec	23

## TEACHING RECORD (CONT.):

<u>YEAR</u>	<u>COURSE</u>	<u>ENRL.</u>
2021	EDSE 374, Curriculum and Teaching for Secondary School Social Studies Minors Lec	12
2021	Summer Institute EDES 501, Narrative Inquiry with Children, Youth and Families	
2020	EDSE 373, Curriculum and Teaching for Secondary School Social Studies Majors Lec	23
2020	EDES 501, Narrative Inquiry with Children, Youth and Families	
2019	EDSE 374, Curriculum and Teaching for Secondary School Social Studies Minors Lec	12
2019	EDSE 373, Curriculum and Teaching for Secondary School Social Studies Majors Lec	23
2019	EDSE 374, Curriculum and Teaching for Secondary School Social Studies Minors Lec	12
2018	EDES 409, Aboriginal Curriculum Perspectives Lec	19
2018	EDES 501, Narrative Inquiry with Children, Youth and Families Lec	12
2017	EDSE 374, Curriculum and Teaching for Secondary School Social Studies Minors Lec	12
2017	EDSE 374, Curriculum and Teaching for Secondary School Social Studies Minors Lec	12
2017	EDES 409, Aboriginal Curriculum Perspectives Lec	16
2017	EDES 501, Narrative Inquiry with Children, Youth and Families Lec	12
2017	EDES 501, Teacher Professional Learning Lec	17
2017	EDES 501, International Research Perspectives in Teacher Education Lec	12
2016	EDSE 373, Curriculum and Teaching for Secondary School Social Studies Majors I Lec	27

## TEACHING RECORD (CONT.):

<u>YEAR</u>	<u>COURSE</u>	<u>ENRL.</u>
2016	EDSE 373, Curriculum and Teaching for Secondary School Social Studies Majors I	
	Lec	23
2016	EDSE 374, Curriculum and Teaching for Secondary School Social Studies Minors	
	Lec	8
2016	EDSE 374, Curriculum and Teaching for Secondary School Social Studies Minors	
	Lec	11
2016	EDSE 374, Curriculum and Teaching for Secondary School Social Studies Majors II	
	Lec	23
2016	EDSE 502, Narrative Inquiry with Children, Youth and Families	
	Lec (Ind)	1
2016	EDSE 501, Narrative Inquiry with Children, Youth and Families	
	Lec	15
2015	ECS 100, Knowledge, Schooling and Society	
	Lec	30
2015	ED 816, Narrative Inquiry as Relational Methodology	
	Lec	15
2014	ECS 350, Pedagogy, Theory & Practice II (Secondary Education)	
	Lec	30
2014	ECS 311, Pedagogy, Theory & Practice II (Middle Years)	
	Lec	32
2013	ECS 110, Self and Others (Middle Years)	
	Lec	30
2013	ECS 110, Self and Others (Secondary)	
	Lec	30
2013	ECS 311, Pedagogy, Theory & Practice II (Middle Years)	
	Lec	30
2013	ECS 350, Pedagogy, Theory & Practice II (Secondary Education)	
	Lec	30
2011	EDES 501, Narrative Inquiries with Children, Youth and Families	
	Lec	15
2010	EDEL 595, Life in the Elementary Classroom	
	Lec	15

# 5.3 Teaching Dossier (EDSE 502)

## COURSE DEVELOPMENT: Individual Study

### The Philosophical Roots of Narrative Inquiry Research

#### Course Description

In Brittany's graduate work, she wishes to reveal what she may learn by inquiring into experiences where Indigenous families' stories to live by intersect and bump up against school stories in shaping a sense of belonging (Clandinin, 2016, p. 77). Additionally, what of the continuity or discontinuity within these experiences? How might these experiences of inquiry deepen Brittany's understanding of the institutional and cultural narratives that shape Indigenous families' sense of belonging (Clandinin et al., 2021)?

In this independent study, Brittany will embark on her own journey to gain a meaningful understanding of Narrative Inquiry as a relational methodology. There will be an emphasis on how to negotiate coming alongside participants in the midst, inquiring into the telling or and lived stories of participants, ontological and epistemological commitments of Narrative Inquiry, and communicating design justifications. This course will expose Brittany to major topics found in Narrative Inquiry, relational ethics, 3-deminsonal narrative inquiry space of experiences, and design considerations. She will also explore and engage in learning related to the theoretical foundations of Narrative Inquiry. The learning experiences of the course will assist Brittany in developing her autobiographical narrative beginnings and research design to compose a research proposal.

#### Goals of the course:

- ❖ By the end of the course, the student will have a better awareness of the "coming to know" journey.
- ❖ The student will be able to describe the process of learning something new and explain how this changes personal identity or personal story through narrative research methodologies
- ❖ The student will be able to make connections to what they learned and how this relates to the process of obtaining "foundational knowledge" and the relational ethics of narrative research
- ❖ The student should be able to reflect on the emotional, mental, spiritual and physical impact that learning has on a new learner. The student should be able to articulate this through story in a final assignment.
- ❖ Expectations for Student
- ❖ The student will complete weekly dialogue journals to document their learning journey while engaging in a chapter by chapter book study with the instructor.

#### Learning Activities

Student will:

- ❖ Engage in dialogue and journal writing to further understand Narrative Inquiry as methodology
- ❖ Engage in story to obtain a greater understanding of learning in community

# 5.4 Teaching Dossier (EDSE 502)

## COURSE DEVELOPMENT: Directed study

### Global Migrations and Refugees: Exploring the Current Context

#### Course Description

This course is intended to engage a student with key theories, concepts, issues, and debates in critical refugee and migration studies. The theoretical readings are framed by migration and post-resettlement experiences of Syrian communities in Canada. In this course we ask fundamental questions salient to global migration such as the causes and effects of displacement, state policies and migrant responses, and remembering within the context of families. The student will also engage directly with people and agencies with connections to Syrian refugees.

#### The specific objectives of this course are for the student to:

- ❖ Come to an understanding of global processes of migration and refugees.
  - ❖ Explore the experiences of Syrian refugees in Canada specifically within the current political and policy context.
  - ❖ Engage in reflective reading and writing that inquires into the experiences of refugees.
  - ❖ Engage directly with refugees from Syria and community agencies who provide services.
- 
- ❖ Each meeting time will unfold the following way: Student will be required to meet with an instructor each Friday in order to share thoughts on readings as well as providing a written dialogue on each reading.
  - ❖ A set of articles focused on migration and refugees with particular attention to narrative studies will be accessed.

You can access the Course Outline and Assignments on [Appendix A](#) of this document.



## **5.5** Appraisals of Teaching Performance

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February 24, 2023

To Whom It May Concern:

This past week, February 15, I was privileged to observe Dr. Sean Lessard teach EDSE 373/374 – the combined Curriculum and Teaching courses for Introductory Practicum Term Social Studies major students and Social Studies minor students. EDSE 373 is a required course for all secondary route Social Studies major students and EDSE 374 is a required course for all secondary route Social Studies minor students. Dr. Lessard's class comprised 23 undergraduate students.


I arrived 15 minutes prior to the scheduled 11:00 a.m. start time. Dr. Lessard was waiting in the hallway as there was a class in session in the classroom. As students arrived, Dr. Lessard greeted them by name and briefly engaged with each student, commenting on new shoes, a guitar case, a recent hockey game, . . . As the students moved into the room, Sean helped organize groups around tables, preparing for work to take place later in the lesson.

Dr. Lessard called his class to order, introduced me, and then informed the students that the topic of the day would be "Historical Thinking." Dr. Lessard provided a short review of the previous class on current events, said a few words to reduce student anxiety over a graded group assignment, and had each group give a brief update on their progress with the assignment. Dr. Lessard then provided an advance organizer for the topic of the day, saying to his students, "Social Studies teachers need to think a little more critically about how we teach history." The students were very attentive and focused on Dr. Lessard; it was evident that Dr. Lessard had established a very cordial and respectful classroom climate. For the duration of the class I noted that Dr. Lessard maintained a relaxed, congenial, student-focused, and helpful approach to interactions with students in his class.

For over an hour, Dr. Lessard led the class in discussion and group work on the topic of the day, "Historical Thinking" – critically unpacking the teaching practice of history in Social Studies classrooms. Throughout this time Dr. Lessard's impressive teaching skills were evident. Probing questions, helping students stretch their answers, wait time for thinking, abundant humor, provocative visual and verbal examples, respectful listening and accepting of student responses, personal anecdotes, clear and expressive use of his voice, succinct instructions, expressive gesture, comfortable movement about the room, time cues for group work, and summary wrap-up of the main points are some of the outstanding teaching skills and attributes I observed.

Sean Lessard is a skilled and inspirational teacher. Not only was I extremely impressed by Sean's ability to guide, facilitate, and teach, I left his class thinking that for many students, Sean's class will be the most impactful course of their degree – because of the course content and because of the exemplary model of respectful, skillful, and insightful teaching they experienced.

I am honored to have Sean Lessard as a colleague. Sean's teaching and leadership in our undergraduate teacher education program is a model for our students and for myself. On the basis of teaching, I believe Sean Lessard to be a strong candidate for promotion to the rank of Professor in our esteemed faculty.

Respectfully,  


Dr. Tom Dust – Professor, Secondary Education



February 13, 2023

Dr. Jennifer Tupper, Dean  
& Faculty Evaluation Committee  
Faculty of Education  
University of Alberta

Dear Dean Tupper & FEC Committee Members,

**RE: Dr. Sean Lessard – Peer Review of Classroom Performance**

It is an honour to have been invited by Dr. Sean Lessard to participate in his combined EDSE 373 and 374 (Curriculum and Pedagogy for Secondary Social Studies Majors and Minors) class from 2-3.30 pm on Monday, February 13, 2023. Please accept this letter as a “peer review of classroom performance” as stipulated in the Faculty of Education requirements for the application for promotion to the rank of professor.

I arrived in the classroom about 1.50 pm and was greeted by laughter and visiting. In time, as I gradually noted that not one student had arrived after me, I realized that the students seemed to have chosen to arrive early. As the class began, I grew in understanding some of the reasons why this may have been: at the outset, Dr. Lessard greeted the students with an expression of his gratitude to be alongside them, and he noted the importance of the relational space they were making together. Building from this, Dr. Lessard then celebrated the ‘real’ thinking he had witnessed in two assignments, which I understood he had recently returned to the students.

Following this beginning, Dr. Lessard asked the students to move into their “work-in-progress” groups and to check in with one another, firstly as a way to connect with one another and then to discuss where the group was at in a process of preparing for an upcoming conversation with a social studies teacher, with whom Dr. Lessard had connected each group. Sitting with one group, I learned how they had already drawn on many aspects of their earlier classes to create questions for the teacher with whom they had been paired. One student explained that when they googled the teacher, they learned they had taught in Japan earlier in their career and that they were presently the social studies department head in a large local high school. Another student shared insights, based on stories from a friend, about the ‘diverse students’ at the school. This led to some conversation around adding some questions for the teacher about diverse language speakers and teaching social studies. Further discussion ensued as the group decided whether or not to audio record the conversation or to type notes; together, they gradually decided it was more time effective to each write notes, which they could then collate on a google doc to create their presentation for the last class. Just after another student in the group described when and where the teacher had agreed to meet, Dr. Lessard invited a check-in. Each group expressed excitement as they briefly described their plans, after which he encouraged the students to remember that ‘the hard work is the coming together’ and that once they

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were sitting with the teacher, they were likely to experience the conversation as deeply thought-provoking and educative; he encouraged letting the ‘conversation unfold – let it feel real’.

As Dr. Lessard responded to each check in by thanking the students for their good work in preparation for the upcoming conversations, his knowledge of aspects of their lives was highly visible as he noted particular students’ majors and minors, as well as made reference to thoughts or personal stories they had earlier shared in the course. Dr. Lessard then slowed the conversation for a few moments as he reflected on the importance of students participating in their scheduled observation dates – ‘do these as a way to map the landscape’ he encouraged, and too, to ‘try to see what this all looks like from the teacher’s perspective and from the perspectives of the youth.’ Having just returned from a conference in Ottawa, where he had been invited to give a key note, Dr. Lessard storied his decision for three youth from a local high school to travel with him to share their stories of their experiences in school. Dr. Lessard closed his story by reiterating that ‘trying to understand from the perspectives of youth’ would always be crucial in the BEd. students’ continuing journeys as teachers.

Quite seamlessly, Dr. Lessard then shared three recent noticings: that the Toronto School Board had initiated an Indigenous Literature Course, that he was hearing that a new course focused on the languages and cultures of youth of Pilipino ancestry was being imagined, and that Premier Smith had recently created a video about how “many years ago the Indigenous people of this land and those that came from across the world united to tame an unforgiving frontier” [link](#). Discussion erupted, with Dr. Lessard indicating to a student close to where he was standing, ‘pick up the conversation’, which they did, without hesitation. It was exciting to watch how ‘the beachball’ was bounced around the room as many students contributed to this ‘current events’ discussion. When, after it appeared that all of the students who wished to had expressed their thoughts, Dr. Lessard drew them back to an earlier in-class presentation from a social studies teacher, and this teacher’s centering of the need for ‘looking at multiple stories’, that ‘place matters with current affairs’ and that ‘parents sometimes write letters of concern around current affairs discussions in social studies classes’. In response, numerous students shared thoughts about the importance of their ‘knowing their purpose’ and of ‘critical thinking when discussing current affairs’.

While this discussion was coming to a close, Dr. Lessard was already handing around whiteboard markers and inviting students to engage in ‘some chalk talk’. Again, without hesitation, students with markers in hand began adding quotes and discussion points onto the whiteboard. As I watched and listened to what was happening, three students close to me described this chalk talk as a process of ‘thinking critically together’ about a set of course readings. As these three discussed the readings, each had different suggestions about what to add to the whiteboard, which they did. When the whiteboard was almost completely filled, Dr. Lessard asked who wanted to ‘take the lead’. A student walked to the whiteboard and the classroom transformed into an opportunity for this and the next volunteer to practice facilitating a conversation that included discussion of whiteness, privilege, racism, and grand narratives. When one student jumped into the chalk talk by sharing their awakening that when in an earlier class Dr. Lessard had invited everyone to look at the books on their shelves, they had noted that every author was ‘white’ and ‘western oriented’, Dr. Lessard again slowed the conversation by sharing aspects of his own journey toward ‘not just theories and philosophies but making it pragmatic and practical’. Dr. Lessard emphasized that his turning inward to engage in ongoing reflection on his



identity and ways as a teacher had, and was continuing, to reshape his teaching; centrally, Dr. Lessard noted how this inward reflection had shaped his 'becoming more humble' and 'always seeking ways to come alongside youth'.

I was surprised when Dr. Lessard noted that it was almost 3.30pm. Reading 'Impossible Blue' by Richard Wagamese, Dr. Lessard closed the circle of this class with these thoughts:

*There's a special shade of blue that appears when the sun meets the horizon every morning. It sits in that mysterious space where darkness meets light, where night begins its brightening into day...I was awestruck when I first spotted that impossible blue. I recognized it immediately, not as a memory but as an ache at my very centre. That incandescence awoke something inside of me, and when I felt it stir to life I wanted to cry. When I described this to the elders later, they smiled. They explained that special colour represents both emptiness and fullness; it carries the possibility of everything. When the universe was created, it contained both those properties. So do our spirits when we are born. But as life happens, we gradually shut that boundless possibility down. Rules and judgement cause it to shrink. (Wagamese, 2011, pp. 109-110)*

'Friends, keep focusing on the possibility of everything,' Dr. Lessard reiterated as students began to pack up.

What I hope my above description shows, is that Dr. Lessard is a teacher who lives by what Richard Wagamese describes as Anishinaabe knowledge of 'boundless possibility'. During this class it was highly evident to me that Dr. Lessard consciously reaches within himself and with students to support them, the next generation of teachers, to actively live in the midst of 'the possibility of everything' with youth, to intentionally shape relationships and relational ways of knowing and being with and among youth, to seek to understand the pragmatics of teaching social studies, and to come alongside youth in ways that center, and as a result let them know that their experiences and perspectives, and the 'aches at their very centers' will always greatly matter. I believe Dr. Sean Lessard's ways of teaching and ways of coming alongside BEd. students deeply embody what the Faculty of Education has long centered as crucial in teacher education and development and by extension, what youth experience as they navigate schools/schooling.

If you require additional information, please do not hesitate to reach out to me at [jhuber@ualberta.ca](mailto:jhuber@ualberta.ca) or 780-492-0902.

Respectfully,

A handwritten signature in cursive script that reads "Janice Huber".

Janice Huber  
Professor

-Indigenous Pedagogies & Relational Curriculum, Elementary Program &  
Affiliate Faculty Member, CRTED



## 5.6 Peer Appraisal of URSI Data

Dr. Dwayne Donald  
445 Education South  
Edmonton, Alberta, Canada T6G 2G5  
Tel: 780.492.5639|  
dwayne.donald@ualberta.ca

July 3, 2023

**Re: Dr. Sean Lessard – Overview of Teaching Record**

Dear Tenure and Promotion Committee Members,

I am pleased to provide an overview of student feedback on Dr. Sean Lessard's teaching in the Faculty of Education at the University of Alberta. In what follows, I summarize Dr. Lessard's student evaluations to assist adjudicators of his application to be promoted to the rank of Full Professor. From my review, I can confidently state that Dr. Lessard is an ethical, impassioned, compassionate, and inspirational teacher educator who has provided distinguished instructional leadership to both undergraduate and graduate students as an associate professor at the University of Alberta.

Dr. Lessard began as an associate professor in the Department of Secondary Education in January 2016. From his start date in our Faculty to the present, his teaching load has mostly been comprised of the following courses:

EDSE 373, Curriculum and Teaching for Secondary School Social Studies Majors  
EDSE 374, Curriculum and Teaching for Secondary School Social Studies Minors  
EDES 501, Narrative Inquiry with Children, Youth and Families  
EDSE 501, Teacher Professional Learning

Dr. Lessard also provided a one-time offering of the following courses:

ECS 100, Knowledge, Schooling and Society  
EDES 409, Aboriginal Curriculum Perspectives

***USRI quantitative and qualitative overview:***

I am humbled reading through the cache of comments and scores both undergraduate and graduate students have given Dr. Lessard. Rather than going through the process of calculating a statistical average score for each item of the USRI, I have decided to provide that observation that Dr. Lessard's USRI scores consistently range between 4.7-5.0, regardless of the particular course or criterion under consideration. Most notable for me is that for **every** USRI statement from **every** course that he has taught at the University of Alberta, the students ranked him 5.0/5.0 with regard to the statement 'The instructor treated the students with respect.' This is an impressive insight into the quality and character of Dr. Lessard's teaching commitments, pedagogical priorities, and the ethical ways that he interacts with the students who take his classes.

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Qualitative data further indicates the high regard held by students for Dr. Lessard's teaching and relational approaches. Here are three comments provided by undergraduate students who took EDSE 373/374 with Dr. Lessard:

*Dr. Lessard was the most animated and engaging professor I have had in 8 years of university. His relational pedagogy was unique and opened a world of learning that was not clear before taking his class. I broadened my knowledge and understanding of the subject of privilege and culturally responsive teaching. The discussions had in his class with him, classmates, and guest speakers were invaluable.*

*So, this class WAS AMAZING. It was head and shoulders the best course I have taken in my After Ed degree, and this was absolutely based upon the sheer warmth of Sean's personality and the fact he had tailored the course and diverged a bit from the department's standard of 'boring course, which demonstrating how much he respected us as professionals. The fact that all of our lessons were more about practice than theory, that our assignments built upon one another to help us flex our lesson planning muscles, proves to us every day that Sean respected our time. Sean helped establish professional ties with us having to interview current social studies teachers and having valuable guest speakers, but honestly the best parts of the class were the facts that he made sure we know the POS in and out, and the fact he actually cares about us as people. I cannot say enough good things about Sean, how established rapport with each and every one of us, and helped us break the ice to become friends and colleagues. LONG LIVE DR. SEAN!*

*The course was thorough in touching on curriculum and pedagogy as well as assessing growth and understanding of the concepts. Sean Lessard was absolutely fantastic in facilitating deep critical thinking of the topics to break down concepts and allow for development of pedagogy and philosophy suitable for a future Social studies teacher. He was remarkable in bringing the subject matter into real life considerations and applications, as well as being extremely dedicated in his compassion for creating the best environment for learning and discussions of the ideas. I would say this course was most beneficial because of Sean Lessard's passion, insights, facilitation, ability to show how these topics can realistically exist in the profession and above all his experiences that he brings in.*

From the graduate students who took one of the 501 offerings he provided:

*The structure of the course is unique. It is fast-paced, and everyone is coming into the classroom with different perspectives and knowledge of the coursework at hand. Sean was able to navigate the make-up of the classroom beautifully, engaging us in the content and ensuring there was time and space for us to wonder together. I appreciate the time he has taken to thoughtfully respond to all of our work, and have utmost respect for his pedagogical approach. Overall, Sean has been one of the 3 professors I*



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*have had at the University of Alberta during both my undergraduate and graduate degree, thank you so much for everything Sean!*

*This was one of the most influential courses I have ever taken within an academic institution. Dr. Sean Lessard is a brilliant mind with a keen ability to inspire and provoke great thought. I am forever grateful for this course and Sean's dedication to youth and scholarship*

I would understand if adjudicators reading this overview assumed that I have cherry-picked the most effusively supportive statements from the USRI files to support Dr. Lessard's teaching record as strongly as I can. However, the truth is that Dr. Lessard's USRI records are full of such statements; I have simply chosen the most poignant and/or articulate statements for your consideration. Reviewing every course USRI for comments, I reached what qualitative researchers refer to as a 'saturation point' wherein these comments included above could be repeated here for pages with resonant feedback from both graduate and undergraduate students.

While Dr. Lessard consistently receives high praise for his teaching and the creation of a classroom environment of respectful and ethical engagement, some students felt his classroom approaches sometimes lacked sufficient structure and focus in relation to bigger curriculum concerns. I found that these types of comment were made by undergraduate students preparing for 'high stakes' student teaching practicum experiences:

*My only critique would be less Sean story time and a bit more time spent on the curriculum itself over the articles featured.*

*Story time should not dominate a class designed to prepare us for our first time in the classroom.*

As readers will note, the students do not consider a storied approach to be a necessary part of the 'official' curriculum as they have come to understand it. Their responses express frustration with Dr. Lessard's personal and professional commitment to centre story and narrative as key parts of what constitutes the work of educators. Such frustration is to be expected when teaching in formal institutional settings that prioritize official versions of curriculum. After reviewing these USRIs, I am confident in stating that Dr. Lessard is doing his part to expand and enhance how students understand and experience curriculum in all its forms.


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***Summary and Final Position***

Based on my readings of the documentation supplied to me, Dr. Sean Lessard is an outstanding teacher educator most deserving of promotion to the rank of Full Professor. He will continue to provide respectful and ethical guidance to those students who are fortunate enough to have him as their teacher. The University of Alberta is fortunate to have him as one of its faculty members.

Most sincerely,



Dr. Dwayne Donald  
Professor  
Faculty of Education  
University of Alberta

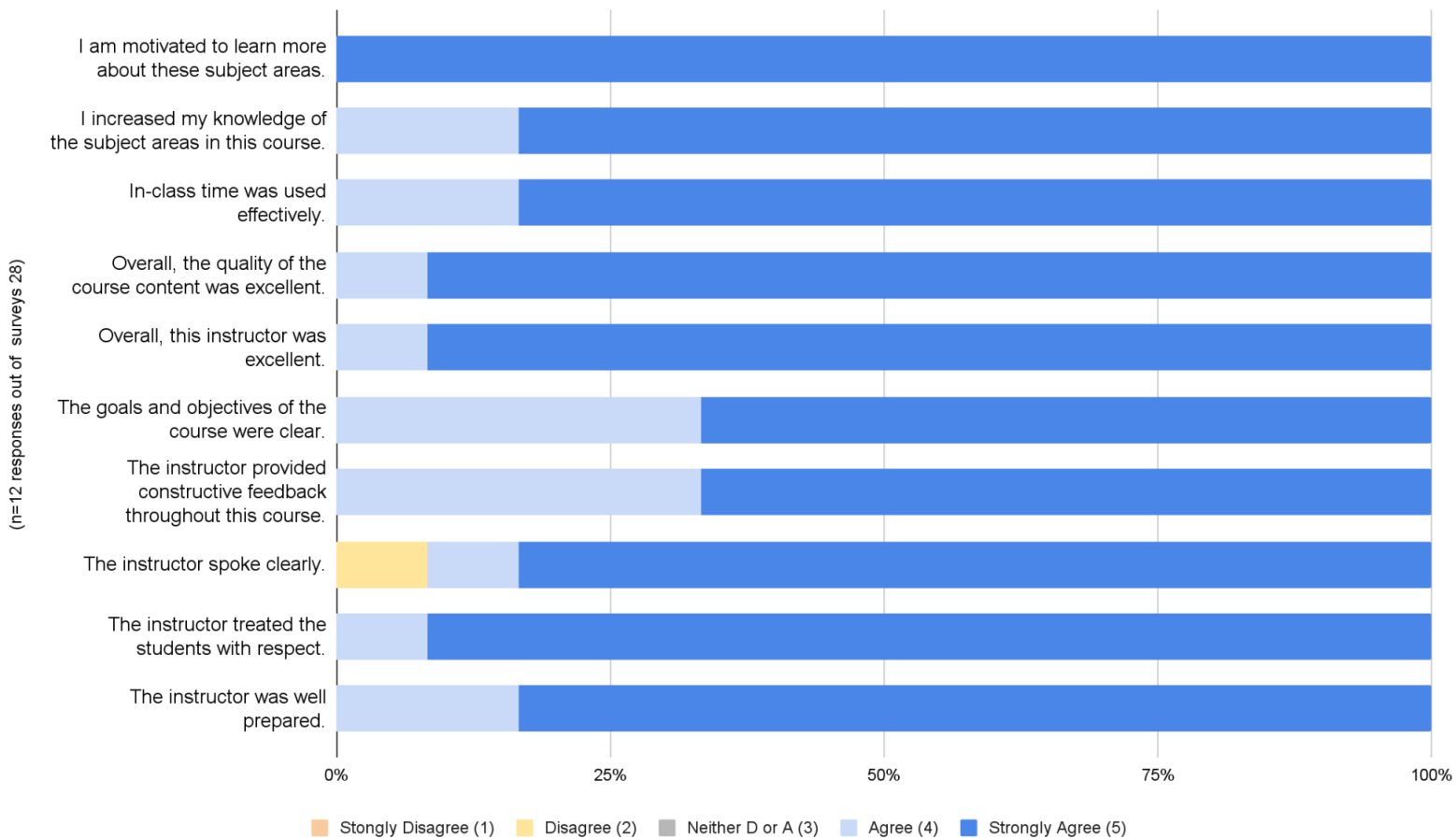
# 5.7 Visual URSI Data

## VISUAL DATA

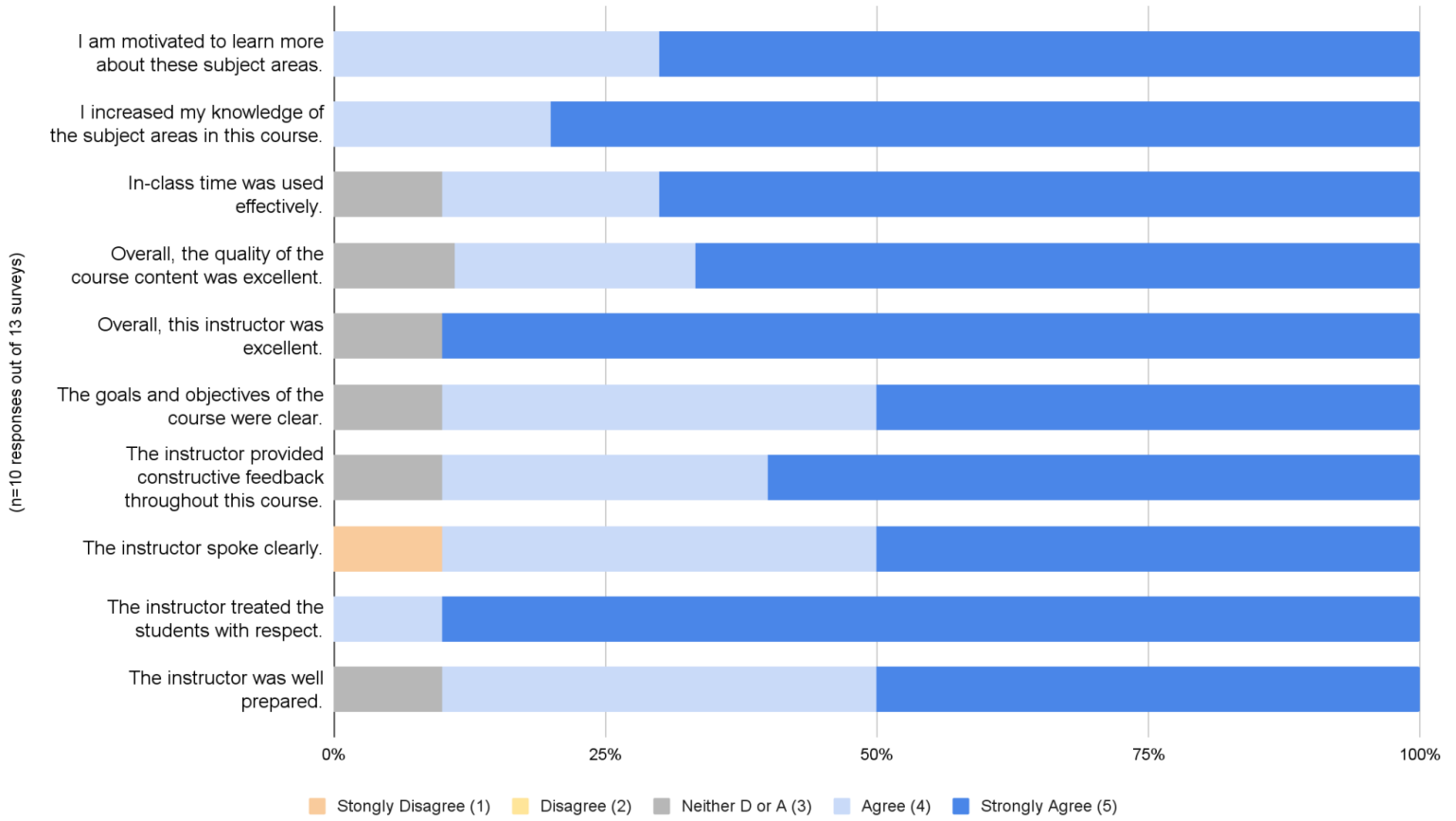
The following charts are a visual representation sample of my **Universal Student Ratings of Instruction** (URSI) data from the University of Alberta, beginning with the most recent years of teaching.

You can see the remaining course data, as well as the original source charts on [Appendix B](#).

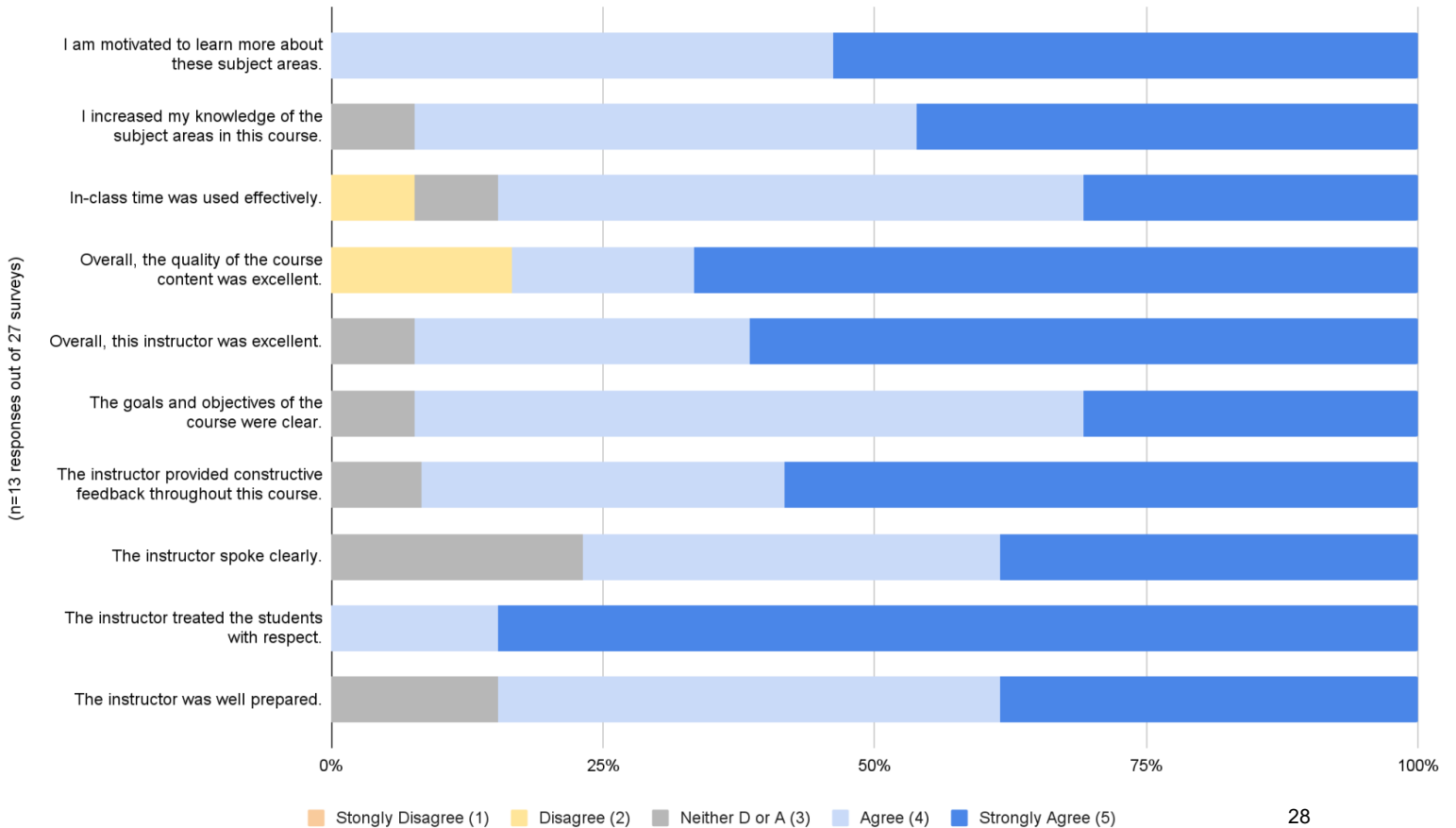
SEAN LESSARD EDSE 373/374 LEC K01 2021/22



### SEAN LESSARD EDSE 501 LEC X50 2020/21



### SEAN LESSARD EDSE 373/374 LEC K03 2020/21



# Appendix A

## **Course Development: Outlines & Assessments**

**University of Alberta**  
Faculty of Education  
Department of Secondary Education  
**Fall 2022**  
**EDSE 502 Lec B01 Guided Individual Study in Secondary Education**  
The Philosophical Roots of Narrative Inquiry Research

**Instructor:** Sean Lessard  
**Office:** Ed S 252  
**Contact Info:** [slessard@ualberta.ca](mailto:slessard@ualberta.ca)  
**Office Hours:** email for appointment

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*Policy about course outlines can be found in the University Regulations and Information for Students, Academic Regulations, Evaluation Procedures and Grading System of the [University Calendar](#).*

**Important Dates:**

First Day of Class: September 1st/2nd, 2022  
Extra Meeting Dates: September 2 and 9, 2022  
Labour Day (no classes): September 5, 2022  
Add/Delete Date: September 15, 2022  
50% Withdrawal Date: September 27, 2022  
National Day for Truth and Reconciliation (no classes): September 30, 2022  
Thanksgiving Day (no classes): October 10, 2022  
Withdrawal Date: October 7, 2022  
Last Day of Class: October 26th, 2022

**Course Description**

In Brittany's graduate work, she wishes to reveal what she may learn by inquiring into experiences where Indigenous families' stories to live by intersect and bump up against school stories in shaping a sense of belonging (Clandinin, 2016, p. 77). Additionally, what of the continuity or discontinuity within these experiences? How might these experiences of inquiry deepen Brittany's understanding of the institutional and cultural narratives that shape Indigenous families' sense of belonging (Clandinin et al., 2021)?

In this independent study, Brittany will embark on her own journey to gain a meaningful understanding of Narrative Inquiry as a relational methodology. There will be an emphasis on how to negotiate coming alongside participants in the midst, inquiring into the telling or and lived stories of participants, ontological and epistemological commitments of Narrative Inquiry, and communicating design justifications. This course will expose Brittany to major topics found

in Narrative Inquiry, relational ethics, 3-dimensional narrative inquiry space of experiences, and design considerations. She will also explore and engage in learning related to the theoretical foundations of Narrative Inquiry. The learning experiences of the course will assist Brittany in developing her autobiographical narrative beginnings and research design to compose a research proposal.

### **Goals of the course:**

By the end of the course, the student will have a better awareness of the “coming to know” journey.

The student will be able to describe the process of learning something new and explain how this changes personal identity or personal story through narrative research methodologies

The student will be able to make connections to what they learned and how this relates to the process of obtaining “foundational knowledge” and the relational ethics of narrative research

The student should be able to reflect on the emotional, mental, spiritual and physical impact that learning has on a new learner. The student should be able to articulate this through story in a final assignment.

### **Expectations for Student**

The student will complete weekly dialogue journals to document their learning journey while engaging in a chapter by chapter book study with the instructor.

### **Learning Activities**

Student will:

- Engage in dialogue and journal writing to further understand Narrative Inquiry as methodology
- Engage in story to obtain a greater understanding of learning in community

### **Meeting Dates**

Student and Instructor will meet once a month to review process and progress of Independent Study. The Student and Instructor will engage in a weekly zoom or in-person dialogue on the chapter discussions.

**Relationship of the Course to the Teaching Quality Standard (TQS) and Leader Quality Standard (LQS) (Alberta Education, 2018)**

If you are a teacher and / or educational leader in the Province of Alberta then this course will contribute to the your professional growth in relation to the [TQS](#) and [LQS](#) in the following ways:

<b>Teacher Quality Standard Competency</b>	<b>Focus of Course</b>	<b>Experiences in the Course will Contribute to the Development</b>
#1 Fostering Effective Relationships		X
#2 Engaging in Career-Long Learning		X
#3 Demonstrating a Professional Body of Knowledge		X
#5 Applying Foundational Knowledge about First Nations, Métis, and Inuit	X	

<b>Leader Quality Standard Competency</b>	<b>Focus of Course</b>	<b>Experiences in the Course will Contribute to the Development</b>
#1 Fostering Effective Relationships		X
#2 Modeling Commitment to Professional Learning		X
#3 Embodying Visionary Leadership		X
#5 Supporting the Application of Foundational Knowledge about First Nations, Métis, and Inuit	X	
#6 Providing Instructional Leadership		X

## Course Resources



D. J. Clandinin, V. Caine, and S. Lessard, 2021. Narrative Inquiry: Philosophical Roots. Bloomsbury Academic, 256 pp.

### **Recording Class Lectures**

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

### **Assignment Details:**

Daily Journals (X8) 50% **All journals are due December 10, 2022**

Journal entries will be completed each week. The entries will be a minimum of 400 words outlining the events of the day.

Student will use:

D. J. Clandinin, V. Caine, and S. Lessard, 2021. Narrative Inquiry: Philosophical Roots. Bloomsbury Academic, 256 pp. to support the use of story in this experience.

Research Assignment/Story 50% **Due December 12<sup>th</sup>, 2022**

- Using the course materials and other relevant research to support this assignment, the student will write a reflection or story (min 1500 words) summarizing the experiences while learning in community. The story will include feelings on the process and express how learning something new may or may not have changed personal identity. The student will write about what this means personally and professionally and use relevant research to support this process.

### **Assessment**

All assignments will be evaluated with attention to the student's ability to engage thoughtfully, meaningfully, creatively, self-reflexively and purposefully with the learning experiences. The student is expected to attend to the following basic evaluative criteria for all work, noting that more artistic responses to weekly materials may not meet the more linear category of "Analysis."

The general marking criteria for all assignments is as follows:

**Analysis:** Development of a coherent, logical, balanced analysis leading to reasoned conclusion.

**Content:** Mastery of relevant material and ability to transfer material to your own situation.

**Clarity:** Preciseness in identifying key concepts and in developing your position.

**Effort:** Indication that there is a conscious, sustained, earnest attempt to achieve a particular outcome.

**Language:** Professional in tone and diction; conforms to standard usage.

**Late Policy:** Assignments will be accepted late, but with a late penalty assigned. Assignments will be assessed a 5% penalty per day with weekends counting as 10%. After 5 days, a grade of zero will be assigned. Exceptions due to extenuating circumstances must be approved by the instructor only after discussion with the student.

Evaluation of assignments for the course will be conducted in the following manner:

1. All assignments will be marked in terms of raw scores.
2. At the end of the course, each student will have a raw percentage score out of 100.
3. Appropriate letter grades will be assigned based on University and Faculty regulations regarding grade distribution and median.

### Course Grades

Information about the U of A grading system can be found at *the University of Alberta Policies and Principles Online (UAPPOL) website at*

<https://policiesonline.ualberta.ca>

According to the University of Alberta Grading Policy, “Grades reflect judgments of student achievement made by instructors and must correspond to the associated descriptor. These judgments are based on a combination of absolute achievement and relative performance in a class.” In this course, your work will be evaluated using the general grading descriptors established by the University, as well as the more detailed assessment criteria that will be provided for specific assignments. Your grade on each assignment will be in one of three formats: a descriptor (excellent, good, satisfactory, etc.), a letter (A, B, C, etc.), or a number. When necessary, descriptor and letter grades will be converted into numerical equivalents in order to weight them properly and average them into a final course grade. Conversions between descriptors, letters, and numbers will be made in accordance with the University’s grading policy and the table provided. Your final course grade will be reported as letter grade. It will not be official until it has been approved by the Department Chair and posted on Bear Tracks.

### U of A Letter Grading System

Course Grades Obtained by Graduate Students

<http://calendar.ualberta.ca/content.php?catoid=20&navoid=4975#academic-standing>

Descriptor	Letter Grade	Grade Point Value Equivalent
Excellent	A+	4.0

	A	4.0	
	A-	3.7	
Good	B+	3.3	
	B	3.0	
Satisfactory	B-	2.7	Minimum Academic Standing GPA
	C+	2.3	Minimum course pass mark
Failure	C	2.0	
	C-	1.7	
	D+	1.3	
	D	1.0	
	F	0.0	

## Important Reminders

### Course Outlines

Policy about course outlines can be found in the University Regulations and Information for Students, Academic Regulations, Evaluation Procedures and Grading System Section of the University Calendar (online at [http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Evaluation\\_Procedures\\_and\\_Grading\\_System](http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Evaluation_Procedures_and_Grading_System))

### Code of Student Behaviour

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

### Equity Statement and Inclusive Language Policy

The Faculty of Education is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. In seeking to achieve a climate of respect and dignity, all staff and students must use inclusive language to create a classroom in which an individual's experience and views are treated with equal respect and value in relation to his/her gender, racial background, sexual orientation, and ethnic background. We

are encouraged to use gender-neutral or gender-inclusive language and become more sensitive to the impact of devaluing language in order to create a thoughtful and respectful community.

### **Personal or Academic Difficulties**

Support is available within the University for students experiencing academic or personal difficulties. A list of resources can be found at the following link:

<https://www.ualberta.ca/provost/dean-of-students/services>

### **Recommendation to Students with Disabilities**

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental and physical health are advised to discuss their needs with Student Accessibility Services, 1-80 Students' Union Building, 492-3381, email: [sasrec@ualberta.ca](mailto:sasrec@ualberta.ca).

### References

D. J. Clandinin, V. Caine, and S. Lessard, 2021. Narrative Inquiry: Philosophical Roots. Bloomsbury Academic, 256 pp.

Clandinin, D. J. (2016). *Engaging in narrative inquiry*. Routledge.

EDSE 502 Lec A01  
Directed Study

GLOBAL MIGRATIONS AND REFUGEES: EXPLORING THE CURRENT CONTEXT.

**Term:** Fall 2018

**Class Time:** Weekly meetings

**Classroom:** N/A

**Instructors:** Sean Lessard Ph.D.

**Email:** slessard@ualberta.ca

**Office:** ED S 252

**Phone:** (780) 492-7770

**Office Hours:** By appointment

**Instructors:** Hiroko Kubota Ph.D.

**Email:** hyamane@ualberta.ca

**Office:** ECHA 5-021

**Office Hours:** By appointment

**Important Dates:**

First Day of Classes: Sept 4, 2018

Add/Delete Date: Sept 17, 2018

Withdrawal Date (Fee Refund 50%): Oct 4, 2018

Withdrawal Date (Grade of W): Nov 30, 2018

Last Day of Classes: Dec 7, 2018

**Course Description, General Content and Objectives**

This course is intended to engage a student with key theories, concepts, issues, and debates in critical refugee and migration studies. The theoretical readings are framed by migration and post-resettlement experiences of Syrian communities in Canada. In this course we ask fundamental questions salient to global migration such as the causes and effects of displacement, state policies and migrant responses, and remembering within the context of families. The student will also engage directly with people and agencies with connections to Syrian refugees.

The specific objectives of this course are for the student to:

- Come to an understanding of global processes of migration and refugees.
- Explore the experiences of Syrian refugees in Canada specifically within the current political and policy context.
- Engage in reflective reading and writing that inquires into the experiences of refugees.
- Engage directly with refugees from Syria and community agencies who provide services.

**Course:**

Each meeting time will unfold the following way: Student will be required to meet with an instructor each Friday in order to share thoughts on readings as well as providing a written dialogue on each reading.

A set of articles focused on migration and refugees with particular attention to narrative studies will be accessed.

### **Required Texts**

The readings are available through the library or will be made available to you. These readings are listed under the specific weekly topics.

### **Additional Major Course Materials**

NIL

**Recording Class Lectures:** Audio or video recording of lectures, labs, seminars or any other teaching environment by students is permitted only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent of the instructor.

### **Course Evaluation/Assessment**

Information about the U of A grading system can be found at *the University of Alberta Policies and Principles Online (UAPPOL)* website at <https://policiesonline.ualberta.ca>

According to the University of Alberta Grading Policy, “Grades reflect judgments of student achievement made by instructors and must correspond to the associated descriptor. These judgments are based on a combination of absolute achievement and relative performance in a class.” In this course, your work will be evaluated using the general grading descriptors established by the University. Your grade on each assignment will be in one of three formats: a descriptor (excellent, good, satisfactory, etc.), a letter (A, B, C, etc.), or a number. When necessary, descriptor and letter grades will be converted into numerical equivalents in order to weight them properly and average them into a final course grade. Conversions between descriptors, letters, and numbers will be made in accordance with the University’s grading policy and the table provided. Your final course grade will be reported as letter grade. It will not be official until it has been approved by the Department Chair and posted on Bear Tracks.

University of Alberta Letter Grading System  
Course Grades Obtained by Graduate Students

<https://www.registrar.ualberta.ca/calendar/GradStudies-and-Research/Regulations/203.8.html>

<b>Descriptor</b>	<b>Letter Grade</b>	<b>Grade Point Value Equivalent</b>
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
Satisfactory	B-	2.7 Minimum Academic Standing GPA
	C+	2.3 Minimum Course Pass Mark
Failure	C	2.0
	C-	1.7
	D+	1.3

	D	1.0
	F	0.0

**Course Experiences:**

**1) Engaging in a Written Dialogue with the Course Readings**

40% (Dialogue Writing on each reading to be handed in each Friday)

The student will be given one major reading each week and will be asked to hand in written dialogues as a response to these readings. The course instructors will respond to the written dialogues. The written dialogue can be structured considering questions such as: What is the author asking me to consider or reconsider? What does the reading call forward from my narratives of experience? What new wonders and possibilities does each reading raise for me?

**2) Final Publishable Paper**

60% (Due December 2, 2016)

Drawing on course readings and written dialogues the student will develop a publishable paper that outlines current understanding of the experiences of refugee families from Syria in the Canadian context. The paper will also reflect learning gained through engaging with communities.

Late Assignments: If you need to request permission to submit a late assignment, please immediately contact us. Our goal is to work with you to complete all late assignments. All late assignments should be dated with both the original due date and the date the assignment is submitted. As part of your documentation in relation with requesting permission for the submission of a late assignment, please include a note from a medical practitioner if you are able to. In the absence of this consultation with us, all late assignments will be assessed at one letter grade per day (i.e. if one day late, an A grade becomes an A-, and so on).

**Appointments and Attendance**

If you would like to book a time to talk with us outside of class, please let us know during class or via email so that we are able to negotiate a mutually workable time. Class attendance is mandatory.

**Important Reminders**

**Course Outlines**

Policy about course outlines can be found in the University Regulations and Information for Students, Academic Regulations, Evaluation Procedures and Grading System Section of the University Calendar (online at [http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Evaluation\\_Procedures\\_and\\_Grading\\_System](http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Evaluation_Procedures_and_Grading_System))

### **Code of Student Behaviour**

*"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."*

### **Equity Statement and Inclusive Language Policy**

The Faculty of Education is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. In seeking to achieve a climate of respect and dignity, all staff and students must use inclusive language to create a classroom in which an individual's experience and views are treated with equal respect and value in relation to his/her gender, racial background, sexual orientation, and ethnic background. We are encouraged to use gender-neutral or gender-inclusive language and become more sensitive to the impact of devaluing language in order to create a thoughtful and respectful community.

### **Personal or Academic Difficulties**

Support is available within the University for students experiencing academic or personal difficulties.

A list of resources can be found at the following link:

<http://www.deanofstudents.ualberta.ca/StudentServices/AllStudentServices.aspx>

### **Recommendation to Students with Disabilities**

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental and physical health are advised to discuss their needs with Specialized Support and Disability Services, 2-800 Students' Union Building, 492-3381.



## Course Outline and Readings

### Week 1 - Sept. 7

#### **Historical contexts of Syrian Refugees.**

Campbell, D. (2016). *A disappearance in Damaskus: A story of friendship and survival in the shadow of war*. Toronto, ON: Knopf.

Kilcullen, D., & Rosenblatt. (2014) The rise of Syria's urban poor.: Why the war for Syria's future will be fought over the country's new urban villages. *PRISM*, National Defense University, Center for Complex Operations, Vol 4, Syria Supplemental, 33-41.

Long, K. (2013). When refugees stopped being migrants: Movement, labour and humanitarian protection. *Migration Studies*, 1(1), 4-26.

Milner, J. (2014). Introduction: Understanding global refugee policy. *Journal of Refugee Studies*, 27(4), 477-494.

### Week 2 - Sept. 14

#### **Current context of Syrian Refugees: Understandings of a crisis.**

Anderson, S. (2016). Fractured lands: How the Arab world came apart. *New York Times Magazine*.  
<http://www.nytimes.com/interactive/2016/08/11/magazine/isis-middle-east-arab-springfractured-lands.html>

Fiddian-Qasmiyeh, E., Loescher, G., Long, K., & Sigona, N. (2014) (Eds.). *The Oxford Handbook of Refugee and Forced Migration Studies*. Oxford: Oxford University Press.

Kashua, S., Rashidi, Y., & Makiya, K. (2016). Fractured lands: Arab writers on a region in crisis. *New York Times Magazine*.  
<https://www.nytimes.com/2016/08/20/opinion/fractured-lands-arab-writers-on-a-regionin-crisis.html>

United Nations Children's Fund (UNICEF) (2016). *Uprooted: The growing crisis for refugee and migrant children*. Retrieved from: [http://www.unicef.org/publications/index\\_92710.html](http://www.unicef.org/publications/index_92710.html)

### Week 3 – Sept. 21

#### **Social and political contexts of Syrian Refugees in Canada: Notions of integration and exclusion.**

Abu El-Haj, T. R. (2007). "I was born here, but my home, it is not here": Educating for democratic

citizenship in an era of transnational migration and global conflict. *Harvard Educational Review*, 77(3), 285-316.

Dlamini, N., Wolfe, B., Anucha, U., & Yan, M. (2010). Engaging the Canadian diaspora: Youth social identities in a Canadian border city. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 44(3). Retrieved from <http://mje.mcgill.ca/article/view/1054>

#### **Week 4 – Sept. 28**

#### **Language and culture in relation to Syrian refugees: The making of transnational identities.**

Kivisto, P. (2001). Theorizing transnational immigration: A critical review of current efforts. *Ethnic and Racial Studies*, 24, 549-577.

Sirin, S. R., & Fine, M. (2008). *Muslim American youth: Understanding hyphenated identities through multiple methods*. New York: New York University Press.

Stewart, J. (2014) The school counsellor's role in promoting social justice for refugee and immigrant children. *Canadian Journal of Counselling and Psychotherapy*, 48(3), 251-269.

#### **Week 5 - Oct. 5**

#### **Syrian refugees and the current education systems in Canada**

Aroian, K. J., Templin T. N., & Hough E. S. (2014). Longitudinal study of daily hassles in adolescents in Arab Muslim immigrant families. *Journal of Immigrant and Minority Health*, 16(5), 831-838.

Marshall, A. et al (2016). *Refugee Youth: Good practices in urban resettlement contexts*. Centre for Youth and Society, Victoria, BC, Canada.

Moosa, S., Karabenick, S., & Adams, L. (2001). Teacher perceptions of Arab parent involvement in elementary schools. *School Community Journal*, 11(2), 4-26.

Nofal, M. (2016). *For our children: A research study on Syrian refugee schooling experiences in Ottawa*. Unpublished Masters Thesis, University of Ottawa, Ontario, Canada.

#### **Week 6 - Oct. 12**

#### **Understandings of personhood and human rights of Syrian refugees.**

Arendt, H. (1951). The Decline of the Nation State and the End of the Rights of Man" from *The Origins of Totalitarianism*. Any edition.

Arendt, H. (1943). We refugees. *Menorah Journal* 31(1), 69-77.

#### **Week 7 – Oct. 19**

#### **Narratives and refugee populations.**

Ahmed, S. (2003). Home and away: Narratives of migration and estrangement. *International Journal of Cultural Studies*, 2(3), 329–347.

Elkord, N. (2017). *Arab immigrant high school Students' perceptions of their high school experiences in Canada: A narrative inquiry*. Unpublished Doctoral Dissertation, University of Windsor, Ontario, Canada.

**Week 8 – Oct. 26**

**The experiences of refugee families.**

Adair, J., & Tobin, J. (2008). Listening to the voices of immigrant parents. In C. Genisha & A. Lin Goodwin (Eds.), *Diversities in Early Childhood Education. Rethinking and Doing* (pp.137-150). New York, NY: Routledge.

Gioia, K.E. (2015). Immigrant and refugee mothers' experiences of the transition into child care: a case study. *European Early Childhood Education Research Journal*, 23(5), 662-672.

Vandenbroeck, M., Roets, G., & Snoeck, A. (2009). Immigrant mothers crossing borders: Nomadic identities and multiple belongings in early childhood education. *European Early Childhood Education Research Journal*, 17(2), 203-216.

**Week 9 - Nov. 2**

**Imagining forward for Syrian refugees in Canada**

Hadfield, K., Ostrowski, A., & Ungar, M. (2017). What can we expect of the mental health and well-being of Syrian refugee children and adolescents in Canada? *Canadian Psychology/Psychologie canadienne*, 58(2), 194-201.

Pieloch, K., McCullough, M., Marks, B., & Amy, K. (2016). Resilience of children with refugee statuses: A research review. *Canadian Psychology/Psychologie canadienne*, 57(4), 330-339.

**Week 10 - Nov. 9**

**Discussion of literature review**

**Week 11 - Nov. 16**

**Reading Week**

**Week 12 - Nov. 23**

**Discussion of literature review**

**Week 13 - Nov. 30**

**Final course reflections**

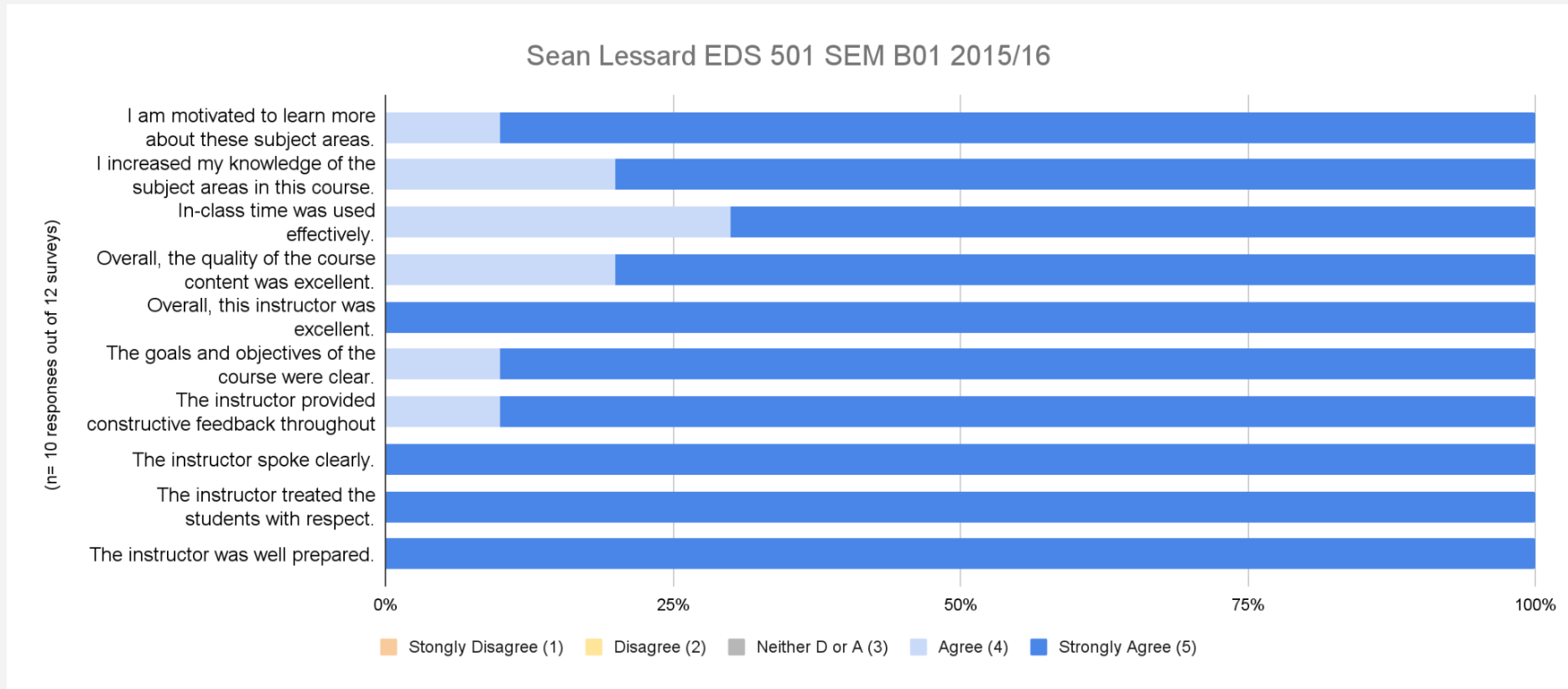
# Appendix B

## Visual & Raw URSI Data

# Universal Student Ratings of Instruction (USRI) / Student Perspectives of Teaching (SPOT)

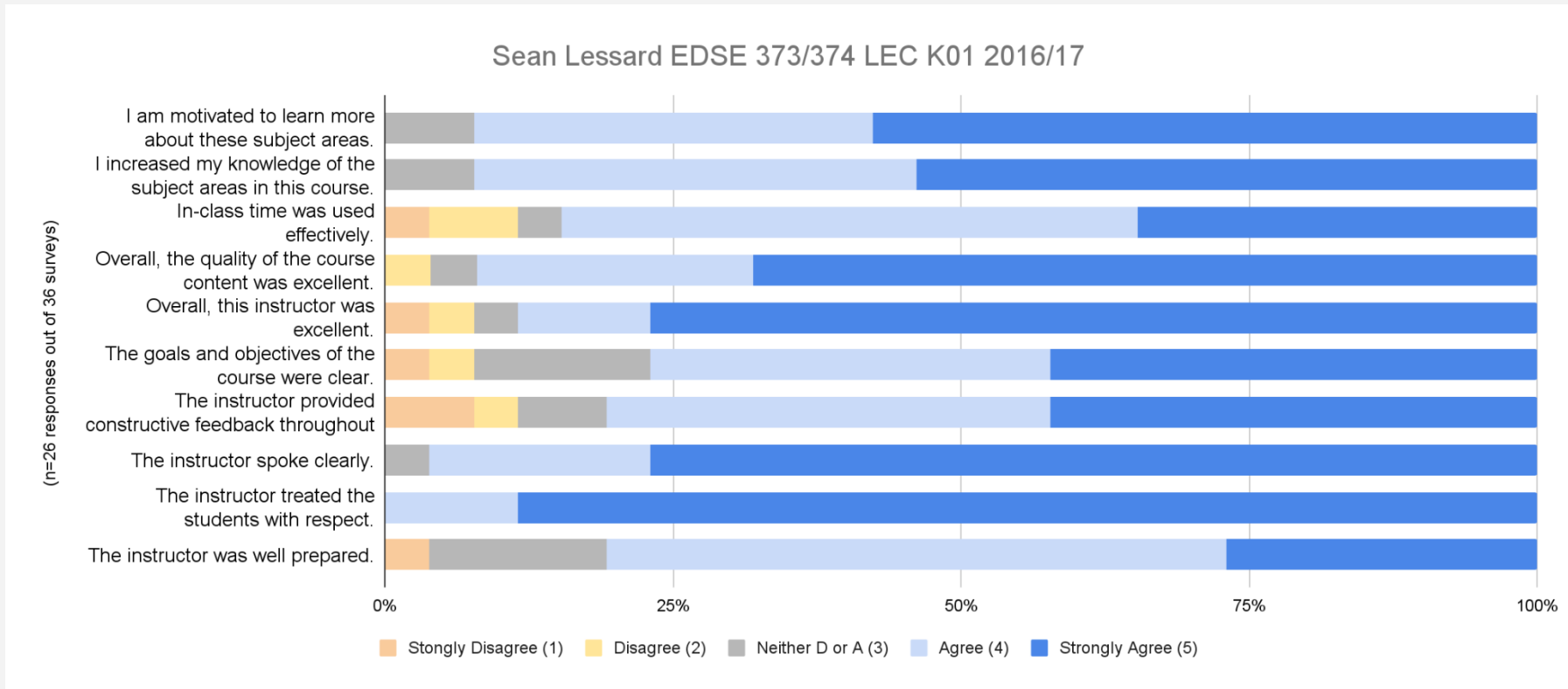
The USRI/SPOT data is visualised below for convenience. Additional information is found within the original reference data matrix as downloaded from University of Alberta. All explanations and definitions for reference data can be found [here](#).

# 2015/16 Classes



Sean Lessard EDES 501 SEM B01 2015/2016 (n= 10 out of 12)	Median	Tukey Fence	Reference Data		
			25%	50 %	75 %
The goals and objectives of the course were clear.	4.9	3	4.1	4.4	4.7
In-class time was used effectively.	4.8	2.7	3.9	4.4	4.8
I am motivated to learn more about these subject areas.	4.9	2.9	4	4.4	4.7
I increased my knowledge of the subject areas in this course.	4.9	3.2	4.2	4.6	4.8
Overall, the quality of the course content was excellent.	4.9	2.8	4	4.4	4.8
The instructor spoke clearly.	5	3.4	4.3	4.7	4.9
The instructor was well prepared.	5	3.5	4.4	4.7	4.9
The instructor treated the students with respect.	5	4	4.6	4.8	4.9
The instructor provided constructive feedback throughout this course.	4.9	2.8	4	4.5	4.8
Overall, this instructor was excellent.	5	3	4.1	4.6	4.9

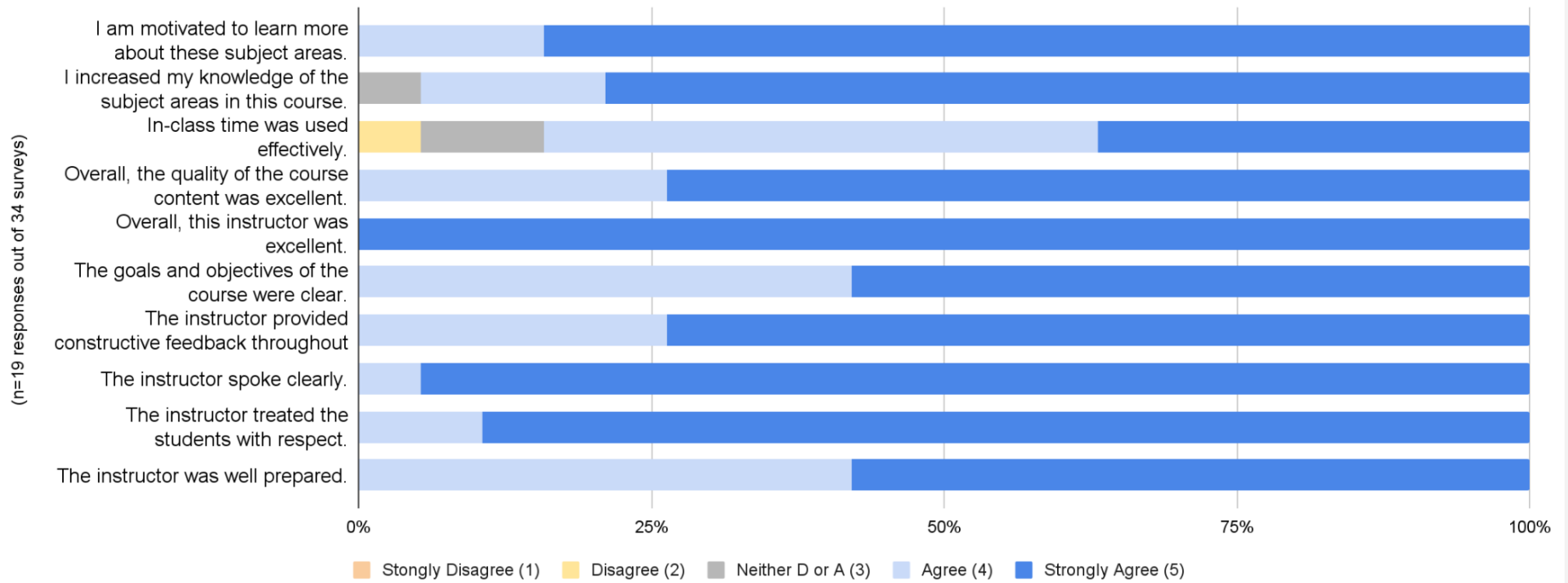
# 2016/17 Classes





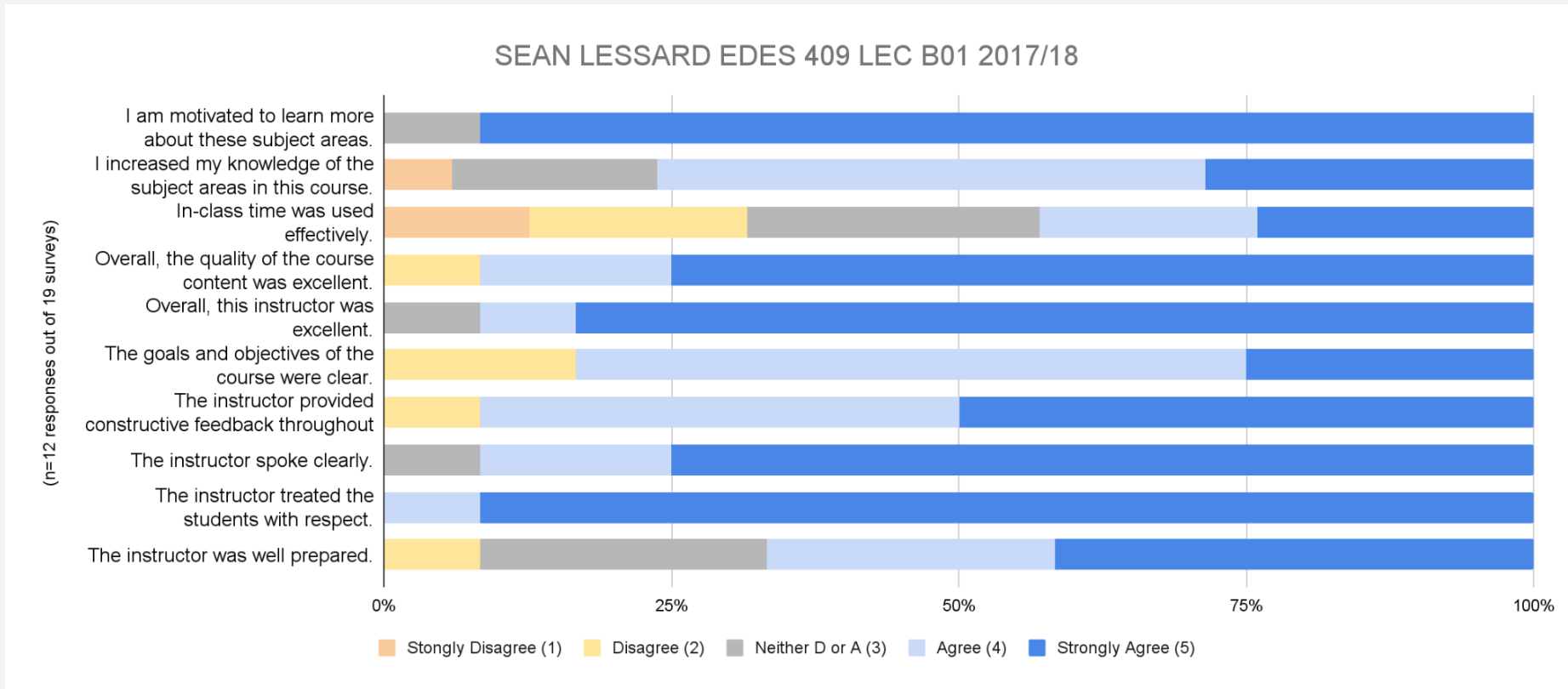
Sean Lessard EDSE 373/374 LEC K01 2016/17 (n=26 out of 36)	Median	Tukey Fence	Reference Data		
			25%	50%	75%
The goals and objectives of the course were clear.	4.3	2.6	3.9	4.4	4.7
In-class time was used effectively.	4.2	2.5	3.9	4.4	4.8
I am motivated to learn more about these subject areas.	4.6	2.9	4.1	4.6	4.8
I increased my knowledge of the subject areas in this course.	4.6	3	4.1	4.6	4.8
Overall, the quality of the course content was excellent.	4.8	2.4	3.9	4.5	4.8
The instructor spoke clearly.	4.9	3.8	4.5	4.8	4.9
The instructor was well prepared.	4.1	3.5	4.4	4.8	4.9
The instructor treated the students with respect.	4.9	4.3	4.7	4.9	5
The instructor provided constructive feedback throughout this course.	4.3	2.9	4.1	4.6	4.8
Overall, this instructor was excellent.	4.9	3.3	4.3	4.8	4.9

### Sean Lessard EDSE 373/374 LEC K03 2016/2017



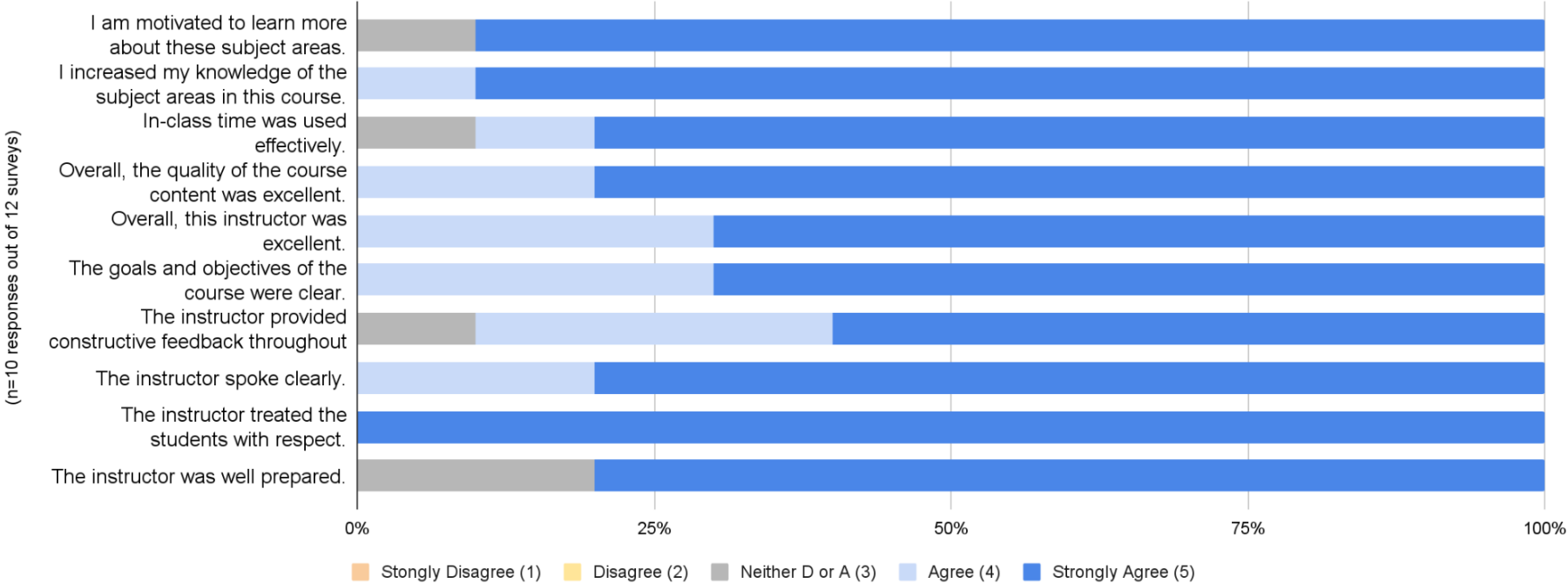
Sean Lessard EDSE 373/374 LEC K03 2016/2017 (n=19 out of 34)	Reference Data				
	Median	Tukey Fence	25%	50%	75%
The goals and objectives of the course were clear.	4.6	2.6	3.9	4.4	4.7
In-class time was used effectively.	4.2	2.5	3.9	4.4	4.8
I am motivated to learn more about these subject areas.	4.9	2.9	4.1	4.6	4.8
I increased my knowledge of the subject areas in this course.	4.9	3	4.1	4.6	4.8
Overall, the quality of the course content was excellent.	4.8	2.4	3.9	4.5	4.8
The instructor spoke clearly.	5	3.8	4.5	4.8	4.9
The instructor was well prepared.	4.6	3.5	4.4	4.8	4.9
The instructor treated the students with respect.	4.9	4.3	4.7	4.9	5
The instructor provided constructive feedback throughout this course.	4.8	2.9	4.1	4.6	4.8
Overall, this instructor was excellent.	5	3.3	4.3	4.8	4.9

# 2017/18 Classes



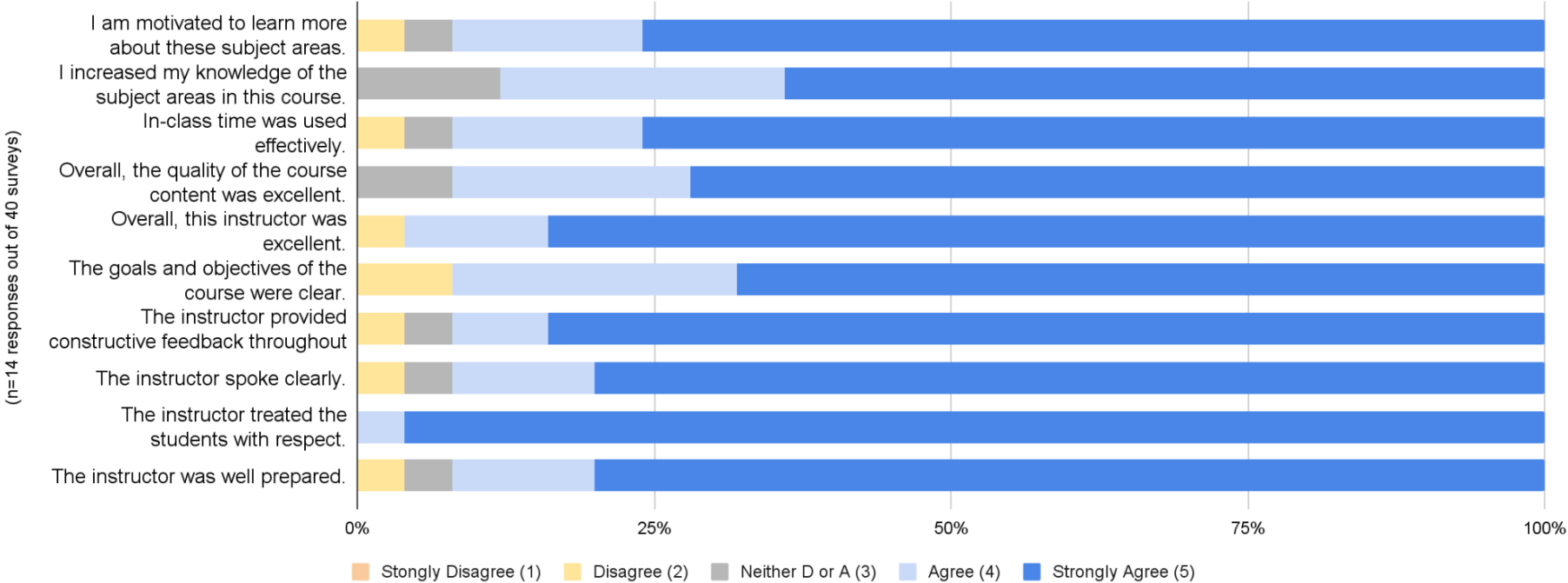
			Reference Data		
<b>SEAN LESSARD EDES 409 LEC B01 2017/18 (n=12 out of 19 )</b>	Median	Tukey Fence	25%	50%	75%
The goals and objectives of the course were clear.	4.1	2.6	3.9	4.4	4.7
In-class time was used effectively.	3.8	2.5	3.9	4.4	4.8
I am motivated to learn more about these subject areas.	5	2.9	4.1	4.6	4.8
I increased my knowledge of the subject areas in this course.	4.8	3	4.1	4.6	4.8
Overall, the quality of the course content was excellent.	4.8	2.4	3.9	4.5	4.8
The instructor spoke clearly.	4.8	3.8	4.5	4.8	4.9
The instructor was well prepared.	4.2	3.5	4.4	4.8	4.9
The instructor treated the students with respect.	5	4.3	4.7	4.9	5
The instructor provided constructive feedback throughout this course.	4.5	2.9	4.1	4.6	4.8
Overall, this instructor was excellent.	4.9	3.3	4.3	4.8	4.9

SEAN LESSARD EDES 501 SEM X50 2017/18



SEAN LESSARD EDES 501 SEM X50 2017/18 (n=10 out of 12 )	Median	Tukey Fence	Reference Data		
			25%	50%	75%
The goals and objectives of the course were clear.	4.8	2.6	3.9	4.4	4.7
In-class time was used effectively.	4.9	2.5	3.9	4.4	4.8
I am motivated to learn more about these subject areas.	4.9	2.9	4.1	4.6	4.8
I increased my knowledge of the subject areas in this course.	4.9	3	4.1	4.6	4.8
Overall, the quality of the course content was excellent.	4.9	2.4	3.9	4.5	4.8
The instructor spoke clearly.	4.9	3.8	4.5	4.8	4.9
The instructor was well prepared.	4.9	3.5	4.4	4.8	4.9
The instructor treated the students with respect.	5	4.3	4.7	4.9	5
The instructor provided constructive feedback throughout this course.	4.7	2.9	4.1	4.6	4.8
Overall, this instructor was excellent.	4.8	3.3	4.3	4.8	4.9

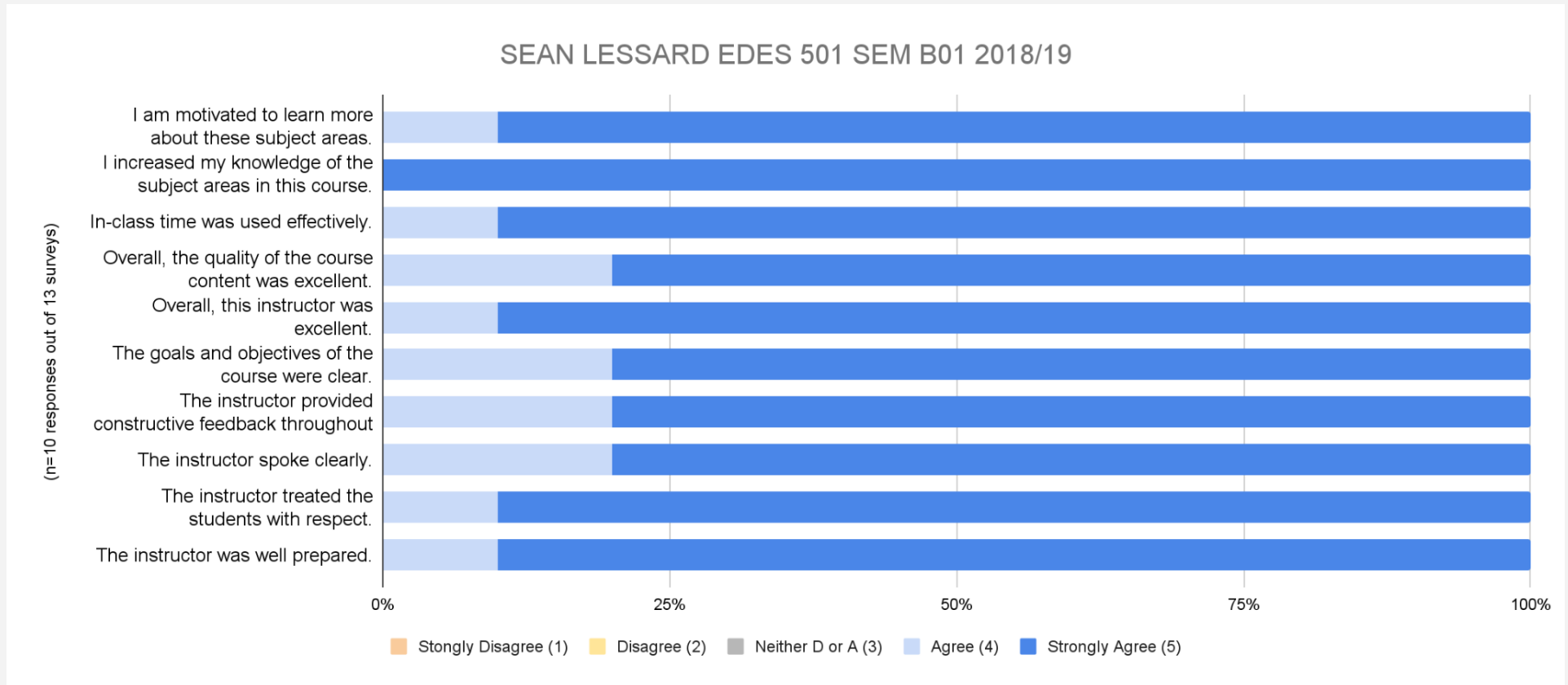
Sean Lessard EDSE 373/374 LEC K01 2017/18





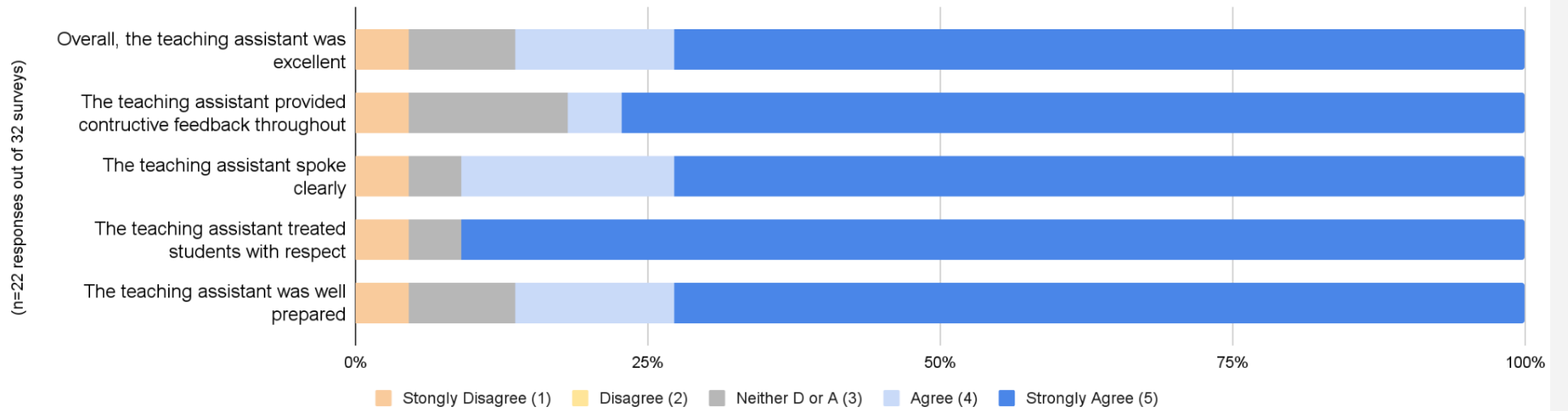
Sean Lessard EDSE 373/374 LEC K01 2017/18 (n=14 out of 40 )	Reference Data				
	Median	Tukey Fence	25%	50%	75%
The goals and objectives of the course were clear.	4.6	2.6	3.9	4.4	4.7
In-class time was used effectively.	4.8	2.5	3.9	4.4	4.8
I am motivated to learn more about these subject areas.	4.8	2.9	4.1	4.6	4.8
I increased my knowledge of the subject areas in this course.	4.6	3	4.1	4.6	4.8
Overall, the quality of the course content was excellent.	4.7	2.4	3.9	4.5	4.8
The instructor spoke clearly.	4.9	3.8	4.5	4.8	4.9
The instructor was well prepared.	4.8	3.5	4.4	4.8	4.9
The instructor treated the students with respect.	5	4.3	4.7	4.9	5
The instructor provided constructive feedback throughout this course.	4.9	2.9	4.1	4.6	4.8
Overall, this instructor was excellent.	4.9	3.3	4.3	4.8	4.9

# 2018/19 Classes



SEAN LESSARD EDES 501 SEM B01 2018/19 (n=10 out of 13 )	Median	Tukey Fence	Reference Data		
			25%	50%	75%
The goals and objectives of the course were clear.	4.9	2.6	3.9	4.4	4.7
In-class time was used effectively.	4.9	2.5	3.9	4.4	4.8
I am motivated to learn more about these subject areas.	4.9	2.9	4.1	4.6	4.8
I increased my knowledge of the subject areas in this course.	5	3	4.1	4.6	4.8
Overall, the quality of the course content was excellent.	4.9	2.4	3.9	4.5	4.8
The instructor spoke clearly.	4.9	3.8	4.5	4.8	4.9
The instructor was well prepared.	4.9	3.5	4.4	4.8	4.9
The instructor treated the students with respect.	4.9	4.3	4.7	4.9	5
The instructor provided constructive feedback throughout this course.	4.9	2.9	4.1	4.6	4.8
Overall, this instructor was excellent.	4.9	3.3	4.3	4.8	4.9

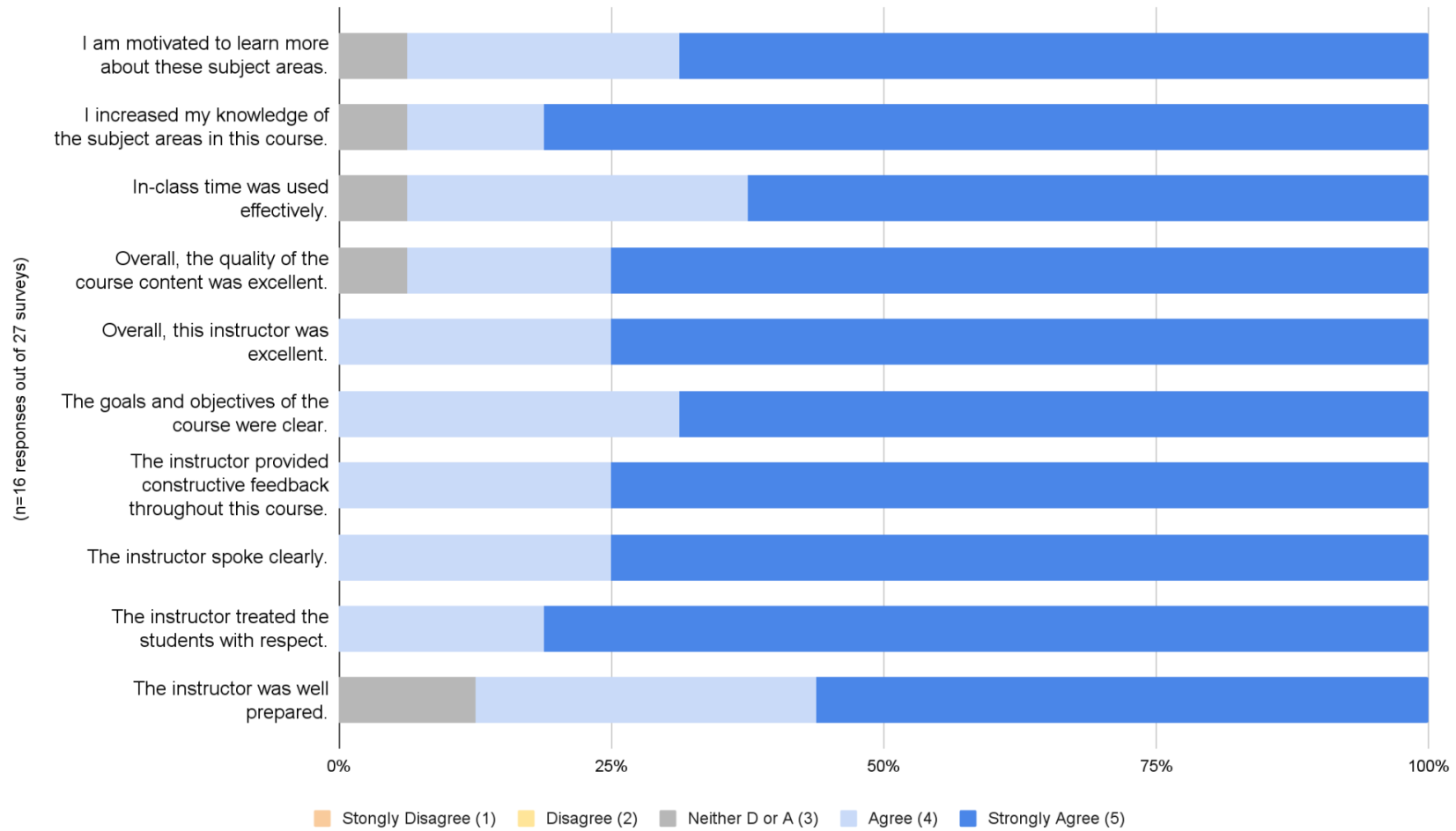
### SEAN LESSARD EDES 373/374 LEC K03 2018/19



SEAN LESSARD EDES 373/374 LEC K03 2018/19 (n=22 out of 32 )	Reference Data				
	Median	Tukey Fence	25%	50%	75%
The teaching assistant spoke clearly	4.8	3.8	4.5	4.8	4.9
The teaching assistant was well prepared	4.8	3.5	4.4	4.8	4.9
The teaching assistant treated students with respect	5	4.3	4.7	4.9	5
The teaching assistant provided constructive feedback throughout this course	4.9	2.9	4.1	4.6	4.8
Overall, the teaching assistant was excellent	4.8	3.3	4.3	4.8	4.9

# 2019/2020 Classes

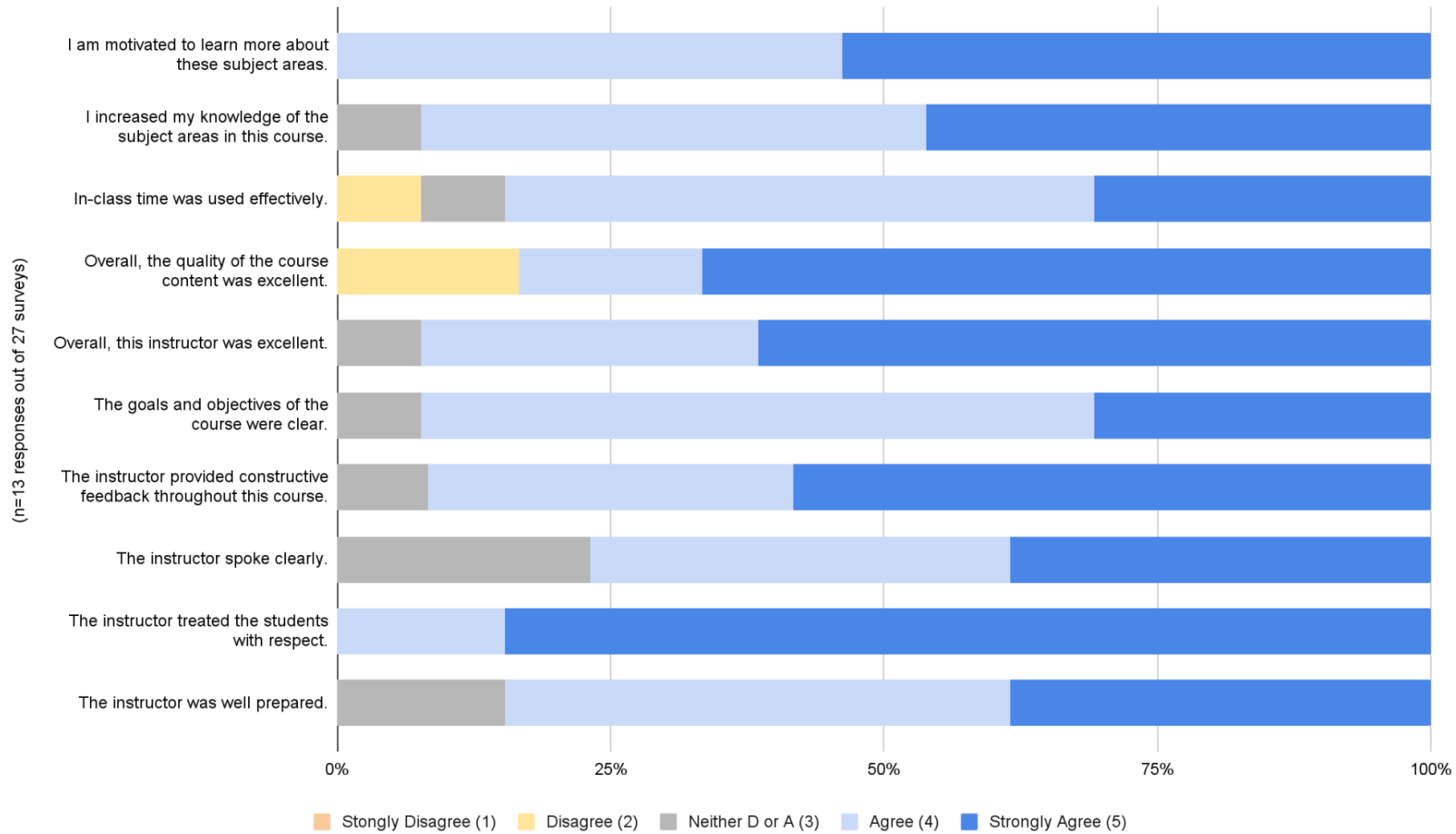
SEAN LESSARD EDSE 373/374 LEC K02 2019/20



SEAN LESSARD EDSE 373/374 LEC K02 2019/20 (n=16 out of 27 )	Median	Tukey Fence	Reference Data		
			25%	50%	75%
The goals and objectives of the course were clear.	4.8	2.6	3.9	4.4	4.7
In-class time was used effectively.	4.7	2.5	3.9	4.4	4.8
I am motivated to learn more about these subject areas.	4.8	2.9	4.1	4.6	4.8
I increased my knowledge of the subject areas in this course.	4.9	3	4.1	4.6	4.8
Overall, the quality of the course content was excellent.	4.8	2.4	3.9	4.5	4.8
The instructor spoke clearly.	4.8	3.8	4.5	4.8	4.9
The instructor was well prepared.	4.6	3.5	4.4	4.8	4.9
The instructor treated the students with respect.	4.9	4.3	4.7	4.9	5
The instructor provided constructive feedback throughout this course.	4.8	2.9	4.1	4.6	4.8
Overall, this instructor was excellent.	4.8	3.3	4.3	4.8	4.9

# 2020/21 Classes

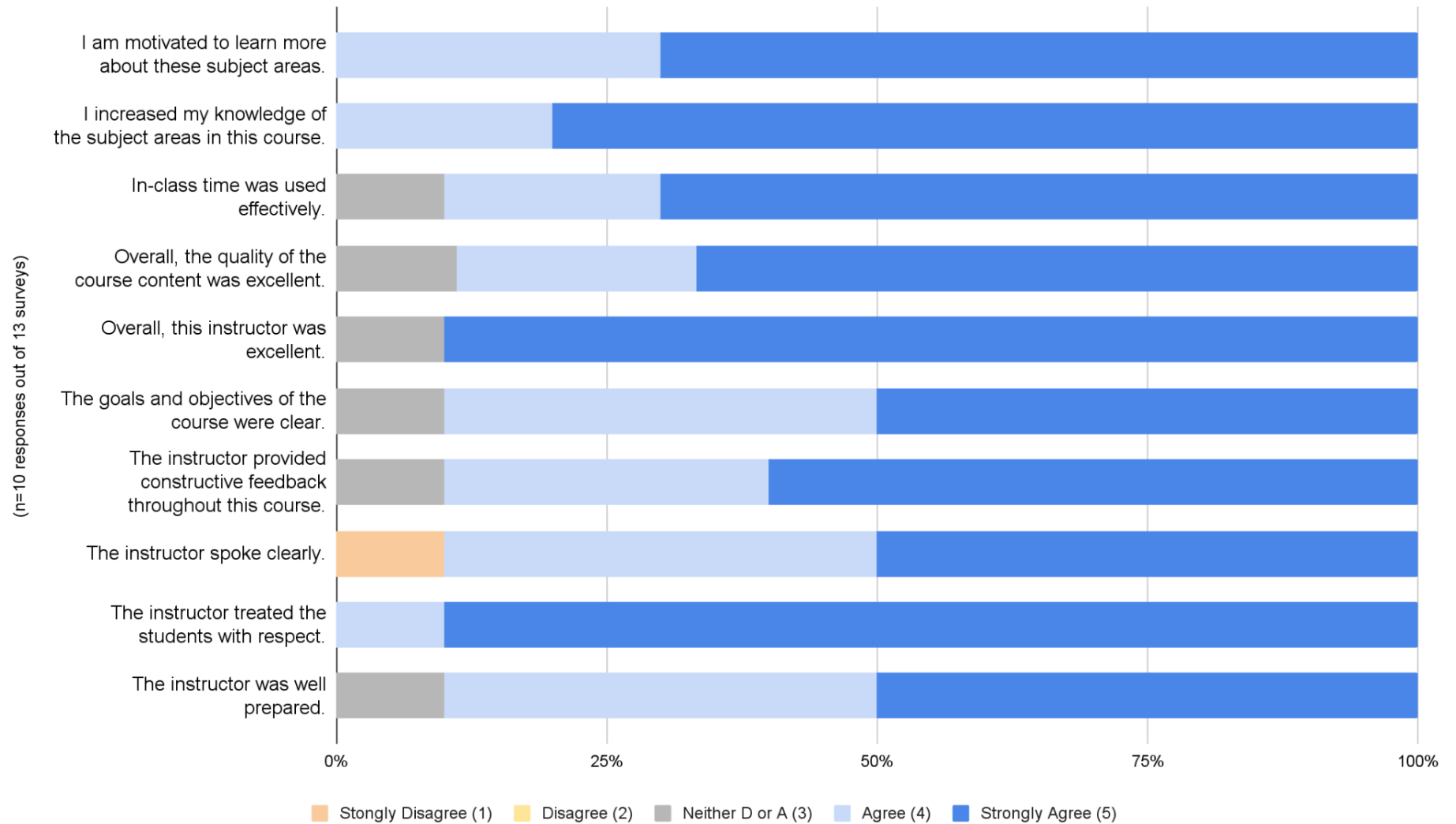
SEAN LESSARD EDSE 373/374 LEC K03 2020/21





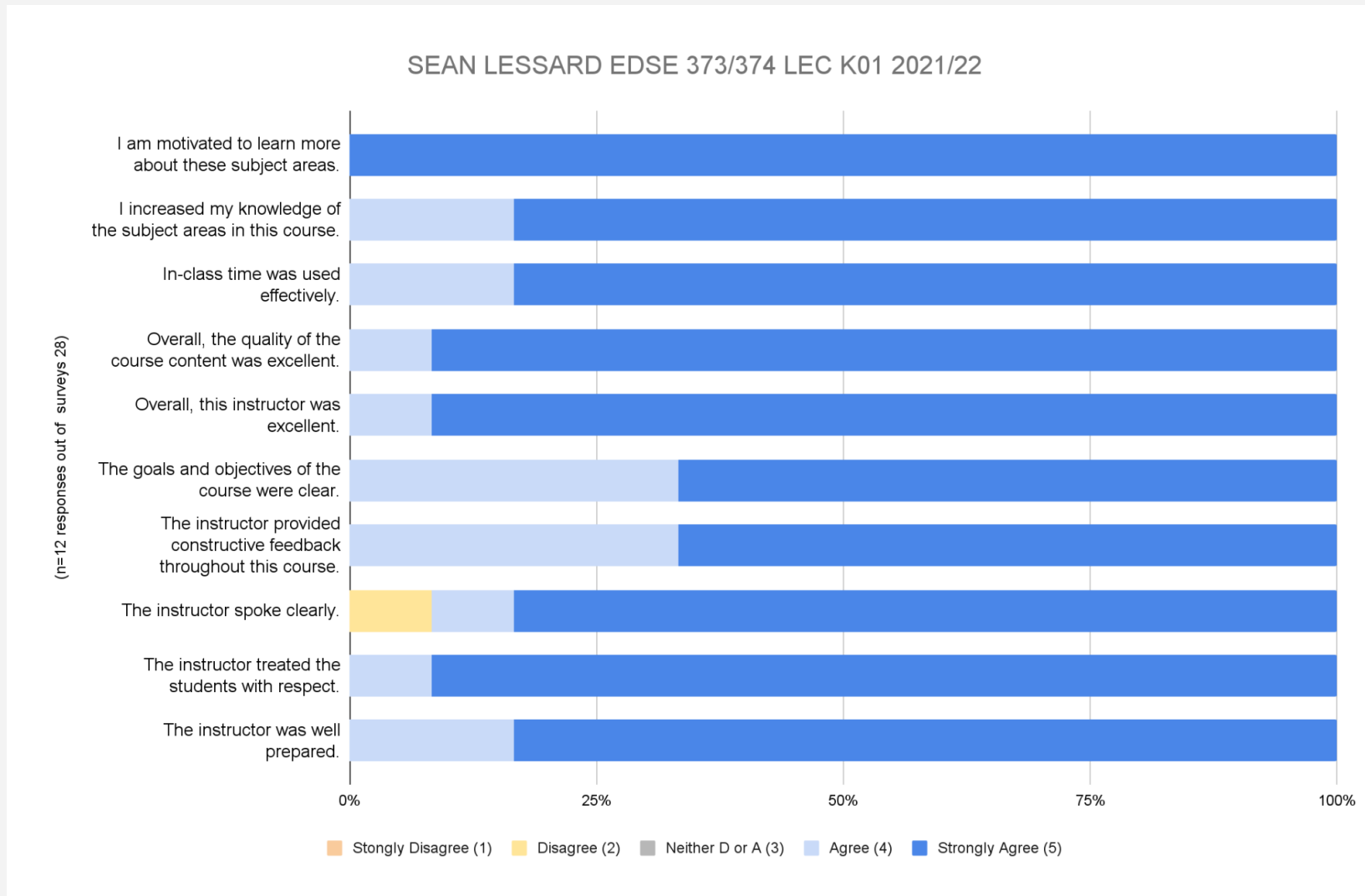
SEAN LESSARD EDSE 373/374 LEC K03 2020/21 (n=13 out of 27 )	Median	Tukey Fence	Reference Data		
			25%	50%	75%
The goals and objectives of the course were clear.	4.2	2.6	3.9	4.4	4.7
In-class time was used effectively.	4.1	2.5	3.9	4.4	4.8
I am motivated to learn more about these subject areas.	4.6	2.9	4.1	4.6	4.8
I increased my knowledge of the subject areas in this course.	4.4	3	4.1	4.6	4.8
Overall, the quality of the course content was excellent.	4.8	2.4	3.9	4.5	4.8
The instructor spoke clearly.	4.2	3.8	4.5	4.8	4.9
The instructor was well prepared.	4.3	3.5	4.4	4.8	4.9
The instructor treated the students with respect.	4.9	4.3	4.7	4.9	5
The instructor provided constructive feedback throughout this course.	4.6	2.9	4.1	4.6	4.8
Overall, this instructor was excellent.	4.7	3.3	4.3	4.8	4.9

## SEAN LESSARD EDSE 501 LEC X50 2020/21



SEAN LESSARD EDSE 501 LEC X50 2020/21 (n=10 out of 13)	Reference Data				
	Median	Tukey Fence	25%	50%	75%
The goals and objectives of the course were clear.	4.5	2.6	3.9	4.4	4.7
In-class time was used effectively.	4.8	2.5	3.9	4.4	4.8
I am motivated to learn more about these subject areas.	4.8	2.9	4.1	4.6	4.8
I increased my knowledge of the subject areas in this course.	4.9	3	4.1	4.6	4.8
Overall, the quality of the course content was excellent.	4.8	2.4	3.9	4.5	4.8
The instructor spoke clearly.	4.5	3.8	4.5	4.8	4.9
The instructor was well prepared.	4.5	3.5	4.4	4.8	4.9
The instructor treated the students with respect.	4.9	4.3	4.7	4.9	5
The instructor provided constructive feedback throughout this course.	4.7	2.9	4.1	4.6	4.8
Overall, this instructor was excellent.	4.9	3.3	4.3	4.8	4.9

## 2021/22 Classes



SEAN LESSARD EDSE 373/374 LEC K01 2021/22 (n=12 out of 28 )	Reference Data				
	Median	Tukey Fence	25%	50%	75%
The goals and objectives of the course were clear.	4.8	2.6	3.9	4.4	4.7
In-class time was used effectively.	4.9	2.5	3.9	4.4	4.8
I am motivated to learn more about these subject areas.	5	2.9	4.1	4.6	4.8
I increased my knowledge of the subject areas in this course.	4.9	3	4.1	4.6	4.8
Overall, the quality of the course content was excellent.	5	2.4	3.9	4.5	4.8
The instructor spoke clearly.	4.9	3.8	4.5	4.8	4.9
The instructor was well prepared.	4.9	3.5	4.4	4.8	4.9
The instructor treated the students with respect.	5	4.3	4.7	4.9	5
The instructor provided constructive feedback throughout this course.	4.8	2.9	4.1	4.6	4.8
Overall, this instructor was excellent.	5	3.3	4.3	4.8	