EDCP 569 031 (Fall 2020)
Schooling in Comparative Perspective: Learning About Ourselves By Learning About Others

“One child, one teacher, one book, one pen can change the world.”

Malala Yousafzai - Youngest Nobel Prize Laureate
Malala Yousafzai (پھلوالہ یوسف زیا) was born on 12 July, 1997. Yousafzai is a Pakistani activist for female education and the youngest Nobel Prize laureate. She is known for human rights advocacy, especially the education of women and children in her native Swat Valley in Khyber Pakhtunkhwa, northwest Pakistan, where the local Taliban had at times banned girls from attending school. Her advocacy has grown into an international movement, and according to former Pakistani Prime Minister Shahid Khaqan Abbasi, she has become “the most prominent citizen” of the country.

Yousafzai was born to a Pashtun family in Mingora, Khyber Pakhtunkhwa, Pakistan. Her family came to run a chain of schools in the region. Considering Muhammad Ali Jinnah and Benazir Bhutto as her role models, she was particularly inspired by her father’s thoughts and humanitarian work. In early 2009, when she was 11–12, she wrote a blog under a pseudonym for the BBC Urdu detailing her life during the Taliban occupation of Swat. The following summer, journalist Adam B. Ellick made a New York Times documentary about her life as the Pakistani military intervened in the region. She rose to prominence, giving interviews in print and on television, and she was nominated for the International Children’s Peace Prize by activist Desmond Tutu.

On 9 October 2012, while on a bus in the Swat District, after taking an exam, Yousafzai and two other girls were shot by a Taliban gunman in an assassination attempt in retaliation for her activism; the gunman fled the scene. Yousafzai was hit in the head with a bullet and remained unconscious and in critical condition at the Rawalpindi Institute of Cardiology, but her condition later improved enough for her to be transferred to the Queen Elizabeth Hospital in Birmingham, UK. The attempt on her life sparked an international outpouring of support for Yousafzai. Deutsche Welle reported in January 2013 that Yousafzai may have become “the most famous teenager in the world”. Weeks after the attempted murder, a group of fifty leading Muslim clerics in Pakistan issued a fatwā against those who tried to kill her. The Taliban were internationally denounced by governments, human rights organizations and feminist groups. Taliban officials responded to condemnation by further denouncing Yousafzai, indicating plans for a possible second assassination attempt, which was justified as a religious obligation. Their statements resulted in further international condemnation.

Following her recovery, Yousafzai became a prominent activist for the right to education. Based in Birmingham, she co-founded the Malala Fund, a non-profit organisation with Shiza Shahid, and in 2013 co-authored I Am Malala, an international best seller. In 2012, she was the recipient of Pakistan’s first National Youth Peace Prize and the 2013 Sakharov Prize. In 2014, she was the co-recipient of the 2014 Nobel Peace Prize, along with Kailash Satyarthi of India. Aged 17 at the time, she was the youngest-ever Nobel Prize laureate. In 2015, Yousafzai was a subject of the Oscar-shortlisted documentary He Named Me Malala. The 2013, 2014 and 2015 issues of Time magazine featured her as one of the most influential people globally. In 2017, she was awarded honorary Canadian citizenship and became the youngest person to address the House of Commons of Canada. Yousafzai attended Edgbaston High School in England from 2013 to 2017, and graduated in Philosophy, Politics and Economics at Lady Margaret Hall, University of Oxford in 2020.

(Source: https://en.wikipedia.org/wiki/Malala_Yousafzai)
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Course: EDCP 569 031
Beginning Wednesday, Sept 9 – Finishing Wednesday, Dec 2, 2020
16:30 – 19:30 (Online attendance required during these times)

Instructor: Anthony Clarke
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anthony.clarke@ubc.ca
www.edcp.educ.ubc.ca/faculty-staff/anthony-clarke

Focus: Conversations about teaching and learning are often set within the comfort of our own educational experiences. Going beyond those experiences and learning about schooling in other contexts is the starting point for schooling in comparative perspective (Bray, 2007).

EDCP 569 invites you to explore different ways in which education is conceived and enacted both at home and abroad from a variety of perspectives: pupils, teachers, schools, parents, and systems. Share your voice and experiences as we individually and collectively attempt to deepen and broaden our understandings and experience of being in the world as an educator.

While EDCP 569 is informed by cross-context analyses, it is not intended to be a course in Comparative Education (CE) or International Education (IE). For more information about courses that deal in greater depth with the conceptual and methodological underpinnings of CE and IE, please visit the Department of Educational Studies website: edst.educ.ubc.ca/research-interest/international-and-comparative-education.
Reference:

Format: A seminar format has been chosen for this graduate course to enable maximum interaction and conversation among participants. Following Davis, Sumara, and Simmt (2003), in this course we acknowledge that the intelligence of the group is always greater than the intelligence of the individual. Therefore there is much that we can share and learn about our particular social, cultural, political, academic, etc., backgrounds. In this regard, Gadamer (1990) reminds us that:

the more genuine a conversation is, the less its conduct lies within the will of either partner. Thus a genuine conversation is never the one that we wanted to conduct. Rather, it is generally more correct to say that we fall into conversation, or even that we become involved in it. The way one word follows another — with the conversation taking its own twists and reaching its own conclusion — may well be conducted in some way, but the partners conversing are far less the leaders of it than the led. No one knows in advance what will come out of a conversation. (p. 383)

References:

Structure: Consistent with the format described above, the structure of the class will be as follows:

The order and length of the activities (Check In, Readings, Break, Open Mic, and Summary) may vary from class to class. The individual activities are described below:
**Check-in:** Students check in with their “in-the-moment experience” (Cohen, 2009) at the start of each class.

**Reference:**

**Readings:** Each session a reading or set of readings will be provided. As you read the papers, please keep track of the following three things:
1) Resonance: be ready to share with us about one or two things that resonated with you;
2) Learning: be prepared to share with us about one or two key things that you learned;
3) Confusion: be prepared to share with us one or two things that you would like further clarification about.

**Break:** Coffee/Tea/Snack/Snooze

**Open Mic:** One of the strengths of a graduate program is the knowledge that different students bring to the class based on local, national, international experiences. For example, one student might have taught in an inner-city school in London, England. Another students might have spent their entire career teaching in Peru. Yet another might have taught in a faith-based context. Etc.

While all of us have some knowledge (often fleeting) of different systems and context, the mix of experiences that we all bring to a graduate class provides an opportunity to explore curiosities, provoke conversation, ask and respond to questions, react to new insights, etc.

‘Open mic’ or is derived from the expression ‘open microphone.’ This portion of the class is the space where students initiate the conversation in the class, so that we can all learn from each other about being in the world as educators.

**Summary:** A quick wrap-up before the end of class.
EDCP 569 was conceived as a face-to-face (F2F) course because F2F engagement is conducive to the sorts of conversations outlined above. Importantly F2F conversations are facilitated by proximity, visual cues, non-verbal language, etc., many of which are limited or absent in an online environment. The current COVID-19 pandemic has meant that the course will be held online for the Fall 2020 session.

As we also know, technology has its limits. Our collective patience and understanding will be paramount as we make the shift from F2F to online this term. (see www.youtube.com/watch?v=DVqctgpEQPc)

**UBC’s Keep Learning Website:**
For further hints about online learning please go to UBC ‘Keep Learning’ website: https://keeplearning.ubc.ca/

**Class Schedule:**
Please see separate sheet for class schedule (to be distributed during the first class).

**Registration:**
It is your responsibility to ensure that you are officially registered for the course (credit and auditing students only). If you have any questions about registration, please contact Alan Jay, the EDCP Graduate Program Assistant at 604-822-2229 or edcp.grad@ubc.ca. Students auditing the course must demonstrate a knowledge of the material covered in class that is comparable to that of regular students to qualify for an audit standing on their transcript. The manner in which auditing students demonstrate this knowledge will be negotiated with the instructor (and submitted in writing). Students sitting in on the course are expected to maintain the same schedule of readings and class activities as that of credit or audit students.

**Text:**
There is no set text book assigned for this course. Instead individual readings will be set for each week. All readings will be readily accessible on through UBC library or otherwise available for students.

**Class Time:**
Regular university classes at the 500-level have 39 hours of face-to-face in-class time. Due to the online context, this will be moderated and adjusted as needs be over the course of the term. For example, students will not be have to ‘sit through’ a 3 hour Zoom lecture each week! Rather screen time will be sensibly apportioned to ensure the most effective use of class time.
Attendence:

Attendance: Given the myriad of challenges that we face when working online and during the COVID-19 pandemic, all students will have three 'Get Out of Jail' cards that they can use at any time when, for one reason or another, they cannot attend the class.

Assignments: Schooling in comparative perspective allows for the identification of issues that might otherwise remain hidden or normalized in studies from a single-context perspective. For example, Van Manen (1995) argues that such comparisons provide the opportunity to 'make the strange familiar and the familiar strange’ (p. 20) in ways that are not possible in single-context studies. Further, Alexander (2001) suggests that comparisons between contexts "reveal alongside each jurisdiction's unique mix of values, ideas and practices, powerful continuities that transcend time and space" (p. 507). It is the juxtaposition of these two—what is distinctive and what is common—that is instructive for teaching and learning wherever it might occur. Broadening our understanding of teaching and learning in this way is the underlying purpose of the assignments outlined below.

There are two assignments required for this course:

• Assignment #1: Gathering information/Building knowledge (5-7 pages)
• Assignment #2: Investigation/Inquiry (10-12 pages)

Both assignments require you to first situate yourself in relation to the topic being explored or undertaken.

Assignment #1: Gathering information/Building knowledge (5-7 pages, 30%)
The first assignment provides the opportunity for you to develop a basic knowledge about a topic area that has piqued your interest about schooling in comparative perspective. For example, you might wish to know more about the concept of No Child Left Behind in the United States or about Education for All in Africa or Left Behind Children in China. This might involve reading three articles on the topic and then summarizing the essence of the topic as expressed by the authors. The assignment should conclude with a summary of the key learning points arising from the information gathered.

Assignment #2: Investigation/Inquiry (10-12, 70%)
The second assignment is more substantive in that it involves a deeper exploration of a topic area. It would typically involve: an inquiry question; a review or synopsis of the relevant literature; an expression of how and in what ways your own understandings as an educator have been confirmed, challenged, or extended as a result of the exploration; and finally, a sense about how your inquiry is likely to impact your own practice within your classroom or school, community, etc.

N.B.: For all assignments please use New York Times, 12-point font, with line spacing set at 1.5. Assignments are to be submitted by email to anthony.clarke@ubc.ca.
Potential topics for either assignment might include:
- a school system, for example, urban, suburban, rural, public, private, floating, or a system like the United World College (www.uwc.org), IB Schools (www.ibo.org), single room schools in rural settings, etc.,
- schools that cater for particular needs (fine arts, deaf or blind students, etc.),
- school discipline or classroom climate,
- school assessment, evaluation, or examinations (e.g., school exams, university entrance exams, TIMMS evaluation, alternative forms of evaluation, etc.),
- intra-curricula and extra-curricula, etc.,
- school/educational ideologies/philosophies,
- religious education, secular and non-secular schooling, etc.
- exceptionality (special needs education, gifted education, etc.),
- place-based education, open-education,
- school structures (e.g., the structure of the school day, self-directed learning such as Haney Secondary School in Maple Ridge, BC, etc.)
- school choice,
- teacher qualifications,
- school uniforms or casual clothing,
- SOGI (sexual orientation and gender identity), LGBTQ (lesbian, gay, bisexual, transgender and queer or questioning) in schools,
- other …

References:

Assessment

The criteria against which your assignments will be assessed is as follows:

Criteria:
(a) cogent Is it compelling and convincing?
(b) clear Is it easy to comprehend and unambiguous?
(c) coherent Is it logically consistent and orderly?
(d) critical Is it carefully considered and analytical?
(e) concise Is it succinct and to the point?

The criteria will be weighted equally. Unsatisfactory work will be returned for resubmission.

Grading: The assignments will be graded using the EDCP Grading Guidelines for graduate courses:

A Level - Good to Excellent Work

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

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

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

### B Level - Adequate Work

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<th>Grade</th>
<th>Description</th>
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<tr>
<td>B+</td>
<td>(76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.</td>
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<tr>
<td>B</td>
<td>(72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.</td>
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<tr>
<td>B-</td>
<td>(68-71%) Barely adequate work at the graduate level.</td>
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**NOTE:** For UBC G+PS, a final mark below 68% for Doctoral students and below 60% for Masters students is the equivalent of a ‘Failing’ mark. ([www.grad.ubc.ca/faculty-staff/policies-procedures/grading-practices](http://www.grad.ubc.ca/faculty-staff/policies-procedures/grading-practices))

### C & D Level - Seriously Flawed Work

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<tr>
<td>C</td>
<td>(55-67%) Serious flaws in understanding of the subject material. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.</td>
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<td>D</td>
<td>(50-54%)</td>
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### F level - Failing Work

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<th>Grade</th>
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<tr>
<td>F</td>
<td>(0-49%)</td>
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**Statement Regarding Online learning for International Students (From the UBC Provost Office)**

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: [http://academic.ubc.ca/supportresources/freedom-expression](http://academic.ubc.ca/supportresources/freedom-expression).
REFERENCES:
A selection of readings from this list will be used for the class. Other suggestions are welcome.

**Comparative Education / Comparative Pedagogy**
Alexander 2001 - Border crossing Towards a comparative pedagogy
Cowen 2009 - On history and on the creation of comparative education
Kazamias 2009 - Comparative education Historical reflections
Mattheou 2009 - The scientific paradigm in comparative education
Rust 2009 - Reflections on the development of comparative education
Hayhoe 2017 - Why study comparative education?

**World Snapshots**
Brand 2019 – Twenty-five Metrics for education around the world
British Columbia Teachers’ Federation 2012 - BC education fact sheet.pdf
Expat Health Care 2019 - How education differs around the world
Gray 2017 - Six charts on education around the world
Hongkong and Shanghai Banking Corporation 2017 - The value of education
Hughes 2020 - Typical school years around the world
National Centre for Educational Statistics 2020 - The condition of education
New York Times 2009 - Class size around the world
Oxford Royale Academy 2016 - How education differs
Atinock 2018 - Global data set on education quality
Shoe Zone 2017 - What's school like around the world
Silver 20017 - This is how people around the world view education
Wang 2016 - A typical school day in China (Grade 10 timetable)
Zhang 2008 - World education indicators A view inside primary schools

**School Systems and Models**
Dronkers 2003 - The effectiveness of public and private schools from a comparative perspective
Flavin 2016 - Thirteen Different types of schools across America
Green 2003 - Globalization and comparative research
Metzger 2010 - A Comparative perspective of education systems in six nations
Williams-Grut 2016 - Eleven best school systems in the world (Snapshot)
Wolf 2000 - Comparison of educational standards
Wilk 2017 - The best educational systems in the world European and Asian countries
Bulle 2011 - Comparing OECD educational models through PISA
Choi 2014 - What the best education systems are doing right

**Educational Ideologies and Curriculum**
Fiala 2007 - Educational ideology and school curriculum
Goodson 2007 - Socio-historical processes of Curriculum Change
Moreno 2007 - The dynamics of curriculum design and development Scenarios for curriculum evolution

**Policy in Comparative Perspective**
Harris 2018 - Why context matters A comparative perspective on reform and policy
Arnove 2005 - To what ends? Educational reform around the world
Wiseman 2010 - The uses of evidence for educational policymaking Global contexts and international trends

**Corruption and Education**
Milovanovitch 2019 - Corruption in education
Cárdenas 2006 - Corruption in education A review of the literature
Heyneman 2004 - Corruption and education
Hallack 2007 - What is corruption and why is it harmful

**Teachers in Comparative Perspective**
British Broadcasting Commission 2013 - Teachers in China given highest level of public respect
Clarke 2009 - Teachers in comparative perspective
Ginsburg 2009 - Comparative perspectives on teachers
Siping 2010 - Teachers’ knowledge Review from comparative perspective
Yanping F 2009 - Teachers and teaching in Eastern and Western schools

**Media Representation of Teachers**
Alhamdan, 2014 - Media representation of teachers five countries
Figueiredo 2017 - How media constructs a negative representation for teacher and public school (Portuguese)
Kirby 2016 - The influence of teacher media images on professional teacher identities (43-51)

**Parental Attitudes to Schooling**
Begum, 2012 - Parental attitude and investment in children’s education and health in developing countries
China Internet Watch 2017 - [Chinese] parents' attitudes towards education
Tompson 2003 - Parents attitudes on the quality of education in the US
Park 2008 - Effect of parent-child communication A comparative study of fourteen countries

**Children’s Rights**
Ursin 2018 - Comparative study on children’s rights
UNICEF 2018 - An unfair start Inequality in children's education in rich countries

**Gender and Education**
Sarvarzade 2017 - Gender and textbooks in Afganistan
UNESCO 2019 - Gender report
Evans 2020 - Gender gaps in education The long view
Jakiela 2019 - Mind the gap Five facts about the gender gap in education
Sommers 2000 - The war against boys
Kirchgasler - 2020 Girl in crisis Colonial residues of domesticity
Smith 2011 - Make it right Ending the crisis in girls’ education
Mead 2006 - The evidence suggests otherwise The truth about boys and girls
Farady 2010 - The girl-crisis movement Evaluating the foundation
Special Needs
Merry 2006 - Managing special needs China and England
Powell 2014 - Comparative perspectives on special education

School Discipline
Romi 2009 - School discipline in China, Australia, and Israel
Gershoff 2017 - School corporal punishment in global perspective
Chiu 2011 - Classroom discipline across forty-one countries
PISA 2011 - Has discipline in school deteriorated?
Arum 2012 - How other countries do discipline

International Students
Ryan 2011 - Teaching and learning for international students A transcultural approach
Barnett 2015 - The flow of international students from a macro perspective
Arbor 2008 - Interrogating imagined communities exploring the impact of international students in local schools
Welikala 2015 - Universities don't understand how international students learn
Choudaha 2012 - Not all international students are the same Understanding segment, mapping behaviour

Citizenship Education
Davies 2007 - Reflections on citizenship education in Australia Canada and England
Isac 2014 - The contribution of schooling to secondary school students citizenship outcomes across countries
Cox 2007 - Cecilia Braslavsky and the Curriculum- Reflections on a Lifelong Journey in Search of Quality Education for All

Education in Emergencies
Versmesse 2017 - Education in emergencies
Justice Rising 2020 - Education in War Zones
Kagawa 2005 - Emergency education a critical review of the field
TheirWorld 2019 - Education in emergencies
UNESCO 2003 - Education in situations of emergency, crisis and reconstruction

Floating Schools
Ahmed 2016 - Understanding the operation of floating schools/Case study
Ali 2020 - Primary education on floating boats
Build Abroad 2016 - Floating schools A solution to flooding across the globe
Rise 2015 - Case study of Makoko floating school

Secular/Non-secular Education
Zia 2007 - Transmission of values in Muslim countries Religious education and moral development in school curricula
van der Verr 2011 - Religion and education in a secular age A comparative perspective
Reid 2019 - Religion in the classroom
Niemi 2018 - Drawing a line between the religious and the secular Sweden and India
Languages
Yun-Kyung 2007 The Spread of English Language Instruction in the Primary School

Homeschooling/Unschooling
Gillespie 2020 - Billie Eilish and Finneas O'Connell praise homeschooling
Morrison 2020 - Homeschooling let Billie Eilish soar but for some its a curse
Neven 2015 - Homeschooling in Canada
Taylor 2014 - The unschooled life

Technology and Education
Lui 2010 - The Internet for students in China and Norway
Hamidi 2010 - A comparison of the use of educational technology in the developed and developing countries

Global Finland
Hancock 2011 - Why are Finland's schools successful?
Simola 2007 - The Finnish miracle (under scrutiny)
Strauss 2019 - The truth about Finland
Yoon 2016 - Are model PISA pupils happy at school? Quality of school life in Finland and Korea

Global – China
Schulte 2012 - World culture with Chinese characteristics when global models go native
Ryan 2013 - Comparing learning characteristics in Chinese and Anglophone cultures
Ash 2016 - Is China's gaokao the world's toughest exam
Song 2019 - Studies on left-behind children in China
Walker 2018 - Exploring the mysteries of school success in Shanghai

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• **UBC Student Guide to Zoom**
  You may already be aware that there is a simple UBC student guide for Zoom meetings:


  Please download and read this guide.

• **Background Noise – Mute Your Microphone If Necessary**
  If you are in a setting where there is background noise or perhaps you are using a very sensitive microphone, it is best to mute your microphone so that it doesn’t accidentally interfere with class.

• **Camera – Please Leave Your Camera On**
  In the interest of creating a more engaging online environment, it would be great if you left your camera on during class. However, understandably, there may be instances where you prefer to turn your camera off. I will leave my camera on at all times.

• **Zoom and Canadian Servers**
  Zoom changed over from US servers to Canadian servers on July 4-5, 2020.

  Note: Students do not need an account of their own to use Zoom, but they will be prompted to download the Zoom application when they join a lecture session.

• **Recording Of Zoom Meetings and Chats**
  No Zoom meetings or Zoom chats will be recorded by the instructor UNLESS the whole class is advised and permission given at the time of recording. Zoom 5.0 now has a function where all participants are advised if someone starts recording a session.

• **Virtual Backgrounds**
  If you wish to use a virtual background, please test the background before joining the class with other students. Some useful hints can be found at:

  [https://www.duarte.com/presentation-skills-resources/virtual-backgrounds-zoom-meetings](https://www.duarte.com/presentation-skills-resources/virtual-backgrounds-zoom-meetings)

  If you need to use a virtual background, please choose a suitably plain and static image.

• **Class Assistant**
  During the first class, a Class Assistant will be appointed. The role of the Class Assistant will be to communicate with the instructor regarding particular technical issues that may arise during a Zoom.
meeting. For example if the instructor 'drops out' of a Zoom meeting due to technical difficulties, the Class Assistant may bring the meeting to a close and communicate with the instructor about any final issues that students might have raised before closing the meeting.

• What Happens If The Instructor Drops Out of a Meeting?
Once you have joined a Zoom meeting, you will remain in the Zoom room even if the instructor ‘drops out’ of the meeting due to a technical glitch, poor Wi-Fi signal, etc. If this happens, please remain in the room and the instructor will attempt to rejoin the meeting as soon as possible. While the instructor is out of the room, the Class Assistant will manage the class (e.g., monitor the chats, bring the class to a close if advisable, etc.).

If the instructor is unable to rejoin the meeting in a timely fashion (e.g., within 5 minutes) they will advise the Class Assistant who will relay this information to the members of the class and advise of an appropriate course of action (e.g., asking the class to take a 15-minute break, ending the meeting, etc.).

• What Happens If a Student Drops Out of a Meeting?
Please try to join again. This may require you to turn your machine off and on again!

• The Parking Lot
We may need a parking lot for issues and questions that arise during a Zoom meeting. Because of the very different circumstances presented by the Zoom context (difficult to see visual cues, lack of proximity with one another, the need for very specific protocols around turn-taking, etc.), we may need to use a Parking Lot is where an issue is “parked” (set aside for later discussion) because we are unable to address all issues during the meeting. We will discuss this further during the first class meeting.

• Directly Ethernet Connection (Versus WIFI Connection)
Some Zoom users have found that a direct ethernet connection is more stable than a wifi connection

• Looking Away From the Camera During a Zoom Meeting
Don’t worry if people look away from the camera while you are talking. They are probably writing something down on paper, taking notes on a separate device, or looking as a second screen that is connected to their system.

• Keeping Track of Time
Unlike a physical classroom where there is a clock on the wall to keep track of time, in a virtual classroom this small detail is missing. Therefore, it is important to keep track of time by other methods. This also means being conscious of the time taken when speak or explaining ideas and thoughts. Let’s collectively keep track of time and help each other out accordingly.
Establishing Zoom Etiquette for Our Classroom

Please suggest some basic Zoom etiquette that you would like us to follow in our classroom. For example, here is one set of practices from the internet:

- Be on time.
- Be respectful when listening, speaking, and writing in the chat box.
- Keep your sound on mute until you are asked to speak.
- Turn your video off if you need to do something that you don’t want everyone to see (like going to the bathroom).
- Stay in one place.
- Do not take pictures or video of the meeting.

Created by C. Bangsund, 2020

Dude Dots Artwork by Sarah Pecorino Illustration