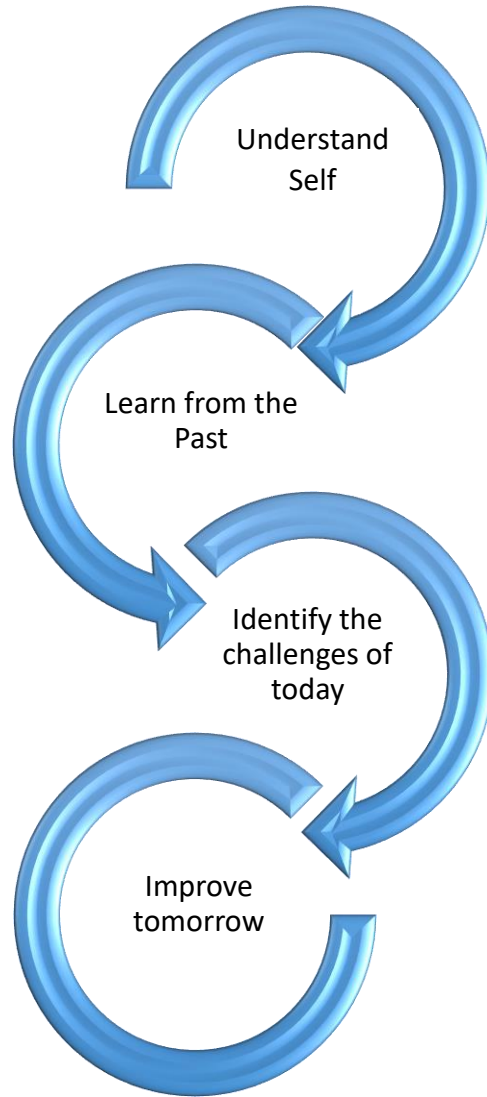




# Outdoor Leadership 20L

Locally Developed Course 2019

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## Course Description

Outdoor Leadership 20L is a land-based course that attempts to teach students in, for, and about the environment through the teachings of First Nations and Metis knowledge keepers and incorporating it with western knowledge.

## Introduction/Overview

This Locally Developed Outdoor Leadership 20 level course has been developed to address five issues:

1. The course is structured to support the work being done around truth and reconciliation in a manner that allows for exploration of treaty education through land-based learning and relationship building.
2. Students will be required to improve their leadership skills in a variety of settings.
3. The modality of the learning experiences will improve the health and wellbeing of students by culturing healthy lifestyle choices.
4. The experiences outlined in the course will help students establish a healthy balance between technology and nature by teaching in, for, and about the out of doors.
5. Due to the flexible formatting of the class, the outcomes provide students who cannot build a PE 20 or 30 credit into their schedules an opportunity to take a physical education course. This will result in a higher graduation rate.



### **Rationale and Purpose: Sequencing and Theming**

- To learn in, for, and about the outdoors as a means of developing healthy lifestyles.
- Improve the mental health of youth by helping students find balance between nature, technology, work and leisure.
- Learn and appreciate both indigenous and early settler's beliefs about the land, its importance, and how to care for it.
- Become confident in planning and carrying out an outdoor experience in two or more areas of the province and two or more seasons.
- Become servant leaders for the province.
- Partner with community members and other youth.
- Career development (Opportunities to develop communication, empathy, creativity, personal and social management skills that will benefit them in all careers)
- Provide a flexible physical education opportunity for students who cannot schedule a traditional PE credit into their schedules.
- Connect students with the themes identified from Following Their Voices
  - *Education that promotes accelerated learning for First Nations, Métis and Inuit students where learning is joyful, culture is affirmed and students are given real choice for their future.*
  - *We are connected to the Earth, as shown by the tree and its roots. The tree also represents family. The roots represent togetherness. The tree is flexible, cleans the air and renews itself. Mother Earth provides everything for us to live and thrive, including giving spiritual guidance and providing useful gifts.*

### **Broad Areas of Learning**

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The K-12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

#### **Sense of Self, Community and Place**

*(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development and Spiritual Development)*

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from

the diversity of cultures in our province, including First Nations and Métis. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

In physical education, students will experience multiple opportunities to grow in all aspects of their lives, while learning to share these understandings as they support others in achieving a balanced self. In striving for this balance, students will better be able to contribute to the development of healthy individuals, families, and communities.

\*A sense of place is a geographical concept that attempts to define our human relationships with the environment and knowledge derived from this relationship.

### **Lifelong Learners**

*(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)*

Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, abilities and dispositions necessary to learn from subject discipline studies, cultural experiences and other ways of knowing the world. Such ways of knowing supports students' appreciation of Indigenous worldviews and learning about, with and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Students who are engaged in constructing and applying physical education knowledge naturally build the knowledge and abilities to continue learning in this area of study. Throughout their study of physical education, students will develop a holistic balance in the attitudes, understandings, skills, tactics, and strategies necessary to learn in various movement activity settings. Students will develop skills in transferring this learning to a variety of contexts thus supporting them as lifelong learners.

### **Engaged Citizens**

*(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society and Growing with Change)*

Students demonstrate confidence, courage and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social and economic

sustainability of local and global communities. Their informed life, career and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

In physical education, students will experience opportunities to initiate, plan for, and lead positive change that will enhance the personal well-being of self and others. Students will reflect on the various influences that affect decisions and engage in opportunities to initiate and guide social, cultural, and environmental activities that will benefit all citizens.

### **Understanding through Inquiry**

Inquiry learning focuses on the development of compelling questions and challenging opportunities that help motivate and guide inquiries into concepts related to Outdoor Leadership 20L stated outcomes and indicators. Opportunities should be created for students to explain, apply and transfer understandings to new situations. Students who are engaged in inquiry:

- construct knowledge and deep understanding rather than passively receiving it
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning of curriculum content and skills

### **Questions for Inquiry**

Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

Big Ideas	Inquiry Questions
<ul style="list-style-type: none"> <li>• Our land offers us many things: nourishment, recreation, peace, a place to live.</li> <li>• We must care for the land in order for it to continue to give back to us.</li> <li>• We are all connected through the land.</li> <li>• There are many different ways to utilize the land and in turn care for it.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I use the land?</li> <li>• What are the long term effects of not caring for the land?</li> <li>• What are the similarities and differences between how I use and care for the land now and the ways my ancestors did in the past?</li> <li>• What are the similarities and differences between how First Nations and Western settlers use and care for the land?</li> <li>• Are traditional methods of utilizing the land still practiced? Why or why not?</li> <li>• How do you perceive land will be used when you become a grandparent?</li> <li>• What are essential values for a sustainable, harmonious future?</li> </ul>

**Cross-curricular Competencies**

The Cross-curricular Competencies are four interrelated areas containing understanding, values, skills and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings (CEL) and are intended to be addressed in each area of study at each grade.

**Developing Thinking**

*(Related to CEL of Critical and Creative Thinking)*

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others.

**Think and learn contextually**



- Apply prior knowledge, experiences, and the ideas of self and others in new contexts
- Analyze connections or relationships within and/or among ideas, experiences, or natural and constructed objects
- Recognize that a context is a complex whole made of parts
- Analyze a particular context for ways that parts influence each other and create the whole
- Explore norms\*, concepts, situations, and experiences from several perspectives, theoretical frameworks, and worldviews

### **Think and learn creatively**

- Show curiosity and interest in the world, new experiences, materials, and puzzling or surprising events
- Experiment with ideas, hypotheses, educated guesses, and intuitive thoughts
- Explore complex systems and issues using a variety of approaches such as models, simulations, movement,
- self-reflection, and inquiry
- Create or re-design objects, designs, models, patterns, relationships, or ideas by adding, changing, removing,
- combining, and separating elements
- Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

### **Think and learn critically**

- Analyze and critique objects, events, experiences, ideas, theories, expressions, situations, and other phenomena
- Distinguish among facts, opinions, beliefs, and preferences
- Apply various criteria to assess ideas, evidence, arguments, motives, and actions
- Apply, evaluate, and respond to differing strategies for solving problems and making decisions
- Analyze factors that influence self and others' assumptions and abilities to think deeply, clearly, and fairly.

\*Norms can include unexamined privilege (i.e., unearned rights/entitlements/immunity/exemptions associated with being "normal") which creates a power imbalance gained by birth, social position, or concession and provides a particular context.

## Developing Identify and Interdependence

*(Related to CELs of Personal and Social Development and Technological Literacy)*

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future.

### **Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)**

- Recognize that cultural and linguistic backgrounds, norms, and experiences influence identity, beliefs, values, and behaviours
- Develop skills, understandings, and confidence to make conscious choices that contribute to the
- development of a healthy, positive self-identity
- Analyze family, community, and societal influences (such as recognized and unrecognized privileges) on the development of identity
- Demonstrate self-reliance, self-regulation, and the ability to act with integrity
- Develop personal commitment and the capacity to advocate for self.

### **Understand, value, and care for others**

- Demonstrate open-mindedness\* toward, and respect for, all
- Learn about various peoples and cultures
- Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs
- Value the varied abilities and interests of individuals to make positive contributions to society
- Advocate for the well-being of others.

### **Understand and value social, economic, and environmental interdependence and sustainability\*\***

- Examine the influence of worldviews on one's understanding of interdependence in the natural and
- constructed world
- Evaluate how sustainable development depends on the effective and complex interaction of social.

- environmental, and economic factors
- Analyze how one's thinking, choices, and behaviours affect living and non-living things, now and in the future
- Investigate the potential of individual and group actions and contributions to sustainable development
- Demonstrate a commitment to behaviours that contribute to the well-being of the society, environment, and economy - locally, nationally, and globally

\*Open-mindedness refers to a mind that is open to new ideas, and free from prejudice or bias in order to develop an "ethical space" between an existing idea and a new idea (Ermine).

\*\*Sustainability refers to making informed decisions for the benefit of ourselves and others, now and for the future, and to act upon those decisions for social, economic, and environmental well-being.

### **Developing Literacies**

*(Related to CELs of Communication, Numeracy, Technological Literacy, and Independent Learning)*

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills, and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

#### **Construct knowledge related to various literacies**

- Acknowledge the importance of multiple literacies in everyday life
- Understand that literacies can involve words, images, numbers, sounds, movements, and other representations and that these can have different interpretations and meanings
- Examine the interrelationships between literacies and knowledge, culture, and values
- Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments)

- Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study.

### **Explore and interpret the world using various literacies**

- Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources, and technologies
- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks
- Use various literacies to challenge and question understandings and interpretations
- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural, and visual information gathered from various media sources
- Use ideas and technologies in ways that contribute to creating new insight.

### **Express understanding and communicate meaning using various literacies**

- Create, compute, and communicate using a variety of materials, strategies, and technologies to express understanding of ideas and experiences
- Respond responsibly and ethically to others using various literacies
- Determine and use the languages, concepts, and processes that are particular to a discipline when developing ideas and presentations
- Communicate ideas, experiences, and information in ways that are inclusive, understandable, and useful to others
- Select and use appropriate technologies in order to communicate effectively and ethically.

<b>Developing Social Responsibility</b>
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*(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)*

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space\* to engage in dialogue, address mutual concerns, and accomplish shared goals

### **Use moral reasoning processes**

- Evaluate the possible consequences of a course of action on self, others, and the environment in a particular situation
- Consider the implications of a course of action when applied to other situations
- Consistently apply fundamental moral values\*\* such as "respect for all"
- Demonstrate a principle-based approach to moral reasoning
- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.

### **Engage in communitarian thinking and dialogue**

- Model a balance in speaking, listening, and reflecting
- Ensure that each person has an opportunity to contribute
- Demonstrate courage to express differing perspectives in a constructive manner
- Use consensus-building strategies to work towards shared understanding
- Be sensitive to, and respectful of, diversity and different ways of participating.

### **Take social action**

- Demonstrate respect for and commitment to human rights, treaty rights, and environmental sustainability
- Contribute to harmony and conflict resolution in own classroom, school, family, and community
- Provide support in a manner that is respectful of the needs, identity, culture, dignity, and capabilities of all persons
- Support individuals in making contributions toward achieving a goal
- Take responsible action to change perceived inequities or injustice for self and others

\*An ethical space exists between separate worldviews. In this space, "we can understand one another's knowledge systems" (Ermine, 2006). For further information, see Willie Ermine's work related to ethical space.

\*\*The most basic moral value underlying development of the CEL of Personal and Social Development is that of respect for persons. For further discussion, related to fundamental moral values, refer to *Renewed Objectives for the CELs of Critical and Creative Thinking and Personal and Social Development* (2008).

## Active Living Goal

Active living is a concept that goes beyond the physiological aspects of participation in movement activity to encompass the mental, emotional, spiritual, and social dimensions that make up the entire physical experience. Active living is about individual well-being. How we experience well-being is uniquely personal; it varies over time and among individuals. Active living is also social and it goes beyond a traditional focus on individual lifestyle choices and emphasizes the physical and social environments that facilitate or hinder people's ability and motivation to be active. These environments are shaped by and with families, in the communities where people live, learn, work, and play. Active living comes to life in community settings of all kinds.

The Active Living goal emphasizes the need for children to participate in "authentic" learning experiences that are enjoyable and that lead students to deeper understandings about physical fitness. Opportunities for students to develop each of the components of health-related fitness are interwoven throughout the program. A well-balanced physical education program goes a long way towards ensuring that the Active Living goal is achieved by all students.

## Skillful Movement Goal

The opportunity to move is important but learning the hows and whys of movement is more important if youth are to gain the confidence and ability to participate in a variety of movement activities. This Skillful Movement goal addresses all aspects of effective motor learning with students gaining a deeper understanding of the transferability of movement skills from one movement activity to another. Rather than students learning the skills of a particular game or sport, students will learn a variety of skills within the context of types of games.

Students will be more willing to engage in movement activities if they understand the concepts, tactics, and strategies that support skillful and enjoyable participation. Through involvement in authentic learning experiences, students will deepen their understanding of how to apply movement skills within meaningful contexts. An example of this is knowing how to transition from defensive to offensive team play regardless of whether the game being played is an invasion/territorial game or a net/wall game. A life of active living is more likely to be a reality if students are confident in their understanding of, and have the ability to apply, the whys and hows of skillful movement.

## Relationship Goal

"Relationships" is a multi-faceted word in the context of the Relationships goal for physical education. On a personal level, students will develop a deeper understanding

that will enhance their physical, emotional, mental, and spiritual selves through and within movement experiences. Students will also engage in a variety of experiences to support growth as social beings, whether it be cooperatively creating and performing movements, making decisions collectively about tactics to use in games, or leading others in movement activities. In turn, as students develop their social skills, students will strengthen who they are as individuals.

The Relationships goal also promotes the translation of cultural awareness into action. Authentic multicultural curricula in physical education honour and help to preserve the cultural traditions of the many groups that are part of our society. This includes the games, dances, languages, celebrations, and other forms of physical culture. When students become aware of cultural groups, cultural values and practices, and the problems faced by minority cultures, students are better able to engage in multiple, diverse relationships.

Through experiences in physical education, students will interact both with and within their environment. Practising and internalizing the behaviours that show a respect for both the natural and the constructed environment will have a significant impact on lifelong practices. This focus within the Relationships goal includes everything from proper use of equipment in the gymnasium, to making enhancements to the natural environment.

**Course Goals:**

1. Create situations that allow students to explore different “ways of knowing”.
2. Assist students in becoming servant leaders and resources to their family, community, and province.
3. To enhance personal and social wellbeing through understanding and life balance.
4. To learn in, for, and about the out of doors.
5. Provide students the opportunity to receive a flexible high school credit leading to graduation.

Outcomes	Indicators
<p><b>OL 20.1</b> Analyze and apply multiple leadership techniques to create effective plans for safe, sustainable, land-based learning experiences.</p>	<ul style="list-style-type: none"> <li>a. Identify strengths, weaknesses, fears, misconceptions, and opportunities for growth.</li> <li>b. As a class create a detailed plan and schedule which includes dates, times, places, and experiences.</li> <li>c. Research and apply safety principals for outdoor experiences in all seasons and areas of the province.</li> <li>d. Determine how to ensure all of the planned outdoor experiences are based in sustainable principles.</li> <li>e. Explore different types of leadership (servant, transformational, transactional, etc.) and determine which style will be best suited for the requirements of this course and match your personality type.</li> </ul>
<p><b>Resources</b></p> <p><a href="https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/">https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/</a>  <a href="https://www.indeed.com/career-advice/career-development/10-common-leadership-styles">https://www.indeed.com/career-advice/career-development/10-common-leadership-styles</a></p>	
<p><b>OL 20.2</b> Understand and appreciate both indigenous and early settler’s beliefs about the land, its importance, and how to care for it.</p>	<ul style="list-style-type: none"> <li>a. Interview an elder from First Nation and European descent regarding their experience in nature.</li> <li>b. Compare two different perspectives on how to best care for and respect the land and its inhabitants.</li> <li>c. Discuss how different cultures utilize the land with people from varying communities within the province.</li> <li>d. Examine the inquiry question, how is land used to sustain life in different parts of the province and by different cultures? (medicine, nutrition, shelter, etc.)</li> </ul>



	<p>e. Consider best practices for sustainability from multiple communities. In doing so consider:</p> <ul style="list-style-type: none"> <li>• How could each community help each other?</li> <li>• What could you teach the other community?</li> <li>• What are key points you can learn about the other community?</li> </ul>
<p><b>Resources:</b> <a href="https://saskoutdoors.org/resources">https://saskoutdoors.org/resources</a>  <a href="https://www.speaonline.ca/">https://www.speaonline.ca/</a></p>	
<p><b>OL 20.3</b> Plan and carry out an outdoor experience in two or more areas of the province within two or more seasons.</p>	<ol style="list-style-type: none"> <li>a. Identify caloric expenditures for two outdoor experiences in two different seasons and create a meal plan for both.</li> <li>b. Create and compare equipment lists for two trips in different seasons and locations</li> <li>c. Develop a budget and purchase necessary supplies for two different outdoor learning experiences (winter survival, canoe, hiking, biking, snowshoe etc.)</li> <li>d. Analyze the physical and emotional role that the season has on an individual during an outdoor experience.</li> <li>e. Reflect on the outdoor experience and how it has impacted your views on how to best care for the land.</li> </ol>
<p><b>Resources:</b> <a href="https://food-guide.canada.ca/en/">https://food-guide.canada.ca/en/</a>  <a href="https://saskoutdoors.org/resources">https://saskoutdoors.org/resources</a>  <a href="https://www.active.com/fitness/calculators/calories">https://www.active.com/fitness/calculators/calories</a></p>	
<p><b>OL 20.4</b> Create safety plans for two or more outdoor experiences.</p>	<ul style="list-style-type: none"> <li>• Identify potential risks of being outdoors.</li> <li>• Create an emergency plan for both experiences.</li> <li>• Practice safe fire and shelter building.</li> <li>• Rehearse wilderness first aid scenarios in multiple environments.</li> <li>• Implement and analyze the effectiveness of created safety plan after an outdoor experience.</li> </ul>
<p><b>Resources:</b> <a href="https://www.active.com/outdoors/articles/wilderness-safety-tips-882075">https://www.active.com/outdoors/articles/wilderness-safety-tips-882075</a>  <a href="https://saskoutdoors.org/">https://saskoutdoors.org/</a></p>	

<p><b>OL 20.5</b> Examine the pros and cons of using technology in the out of doors.</p>	<ol style="list-style-type: none"> <li>a. Explore the advantages some devices present in the out of doors.</li> <li>b. Analyze the benefits of spending time without technology.</li> <li>c. Examine the role and impact that technology has on relationships (e.g., personal, society)</li> </ol>
<p><b>Resources:</b> <a href="https://www.natureplayqld.org.au/good-tech-vs-bad-tech">https://www.natureplayqld.org.au/good-tech-vs-bad-tech</a></p>	
<p><b>OL 20.6</b> Create a plan that will enhance community member's connections and physical literacy in the out of doors.</p>	<ol style="list-style-type: none"> <li>a. Identify the barriers to participating in outdoor activities in your own community and in one other community?</li> <li>b. Examine factors that are ideal for family trips.</li> <li>c. Identify how the skills learned throughout this course will transfer to lifelong physical activity. (ie how will you enjoy the out of doors throughout different stages of your life?)</li> <li>d. Reflect on what was learned about safety, barriers, cultural differences, sustainability, and leadership styles to devise and facilitate an activity for community members that improves physical literacy in the out of doors.</li> <li>e. Analyze the impact of the community event using a qualitative assessment created by the student.</li> </ol>
<p><b>Resources:</b> <a href="http://www.saskatchewaninmotion.ca/">http://www.saskatchewaninmotion.ca/</a></p>	

<b>Assessment</b>
<p><u>Formative</u> Verbal and written feedback Contrast pre-impact planning with peers and teacher points. Journal Entries</p>
<p><u>Summative</u> Rubric for plan Student presentation on findings will be marked using a rubric Self, peer, and teacher assessment following experiences using given rubric Checklists for scenarios and plans. Rubric to assess community plan</p>

## **Adaptations**

- Technology such as Google and Read and Write will be permitted for any student needing additional support with reading and written assignments.
- Students who struggle to organize their workload will be given lists, schedules, and chunking of assignments.
- Students will be connected through the app REMIND.
- Students will have a flexible schedule to accommodate other commitments.
- Learning experiences will be presented using multiple modalities to address student's learning styles and their strengths.

## **Examples of Instructional Approaches**

- Inquiry base learning
- Independent learning
- Experiential learning
- Review/Check for prior knowledge
- Direct instruction
- Guided and independent practice
- Oral drill and practice (as necessary)
- Model desired skills and outcome
- Demonstrate (in a variety of ways)
- Provide examples to help transfer learning
- Investigate/Observe (from a variety of angles)
- Link new information and/or skills to prior knowledge (build background)
- Check for understanding/Question
- Re-teach (if necessary)
- Evaluate/Summarize

## **Evaluation of the Locally Developed Course of Study**

- student enrolment and completion of courses
- student feedback
- cost analysis

## **Copyright**

All materials for this course have been prepared in strict compliance to Canadian Copyright rules.

The Council of Ministers of Education, Canada provides guidance to the education sector on copyright issues related to education. As defined on their [website](#) "Copyright is the legal

protection of literary, dramatic, artistic, and musical works, sound recordings, performances, and communications signals. Copyright provides creators with the legal right to be paid for—and control the use of—their creations.” In Canada, copyright is protected through the federal government’s [Copyright Act](#).

Canada’s copyright law changed in 2012. [The federal copyright law](#) establishes the legal framework for the digital age. For example, a provision in the [Copyright Act](#) regarding the educational use of the Internet allows students and teachers to use publicly available Internet materials for their learning and educational pursuits without violating copyright.

The Copyright Consortium of the Council of Ministers of Education, Canada (CMEC), released the [Education Ministers’ Policy Statement on Fair Dealing](#) on [March 7, 2018](#).

The CMEC Copyright Consortium developed this statement to underscore its support for the educational use of the fair dealing provision of the current [Copyright Act](#) and for the copyright policies and procedures in use by elementary and secondary schools, in response to the 2012 Supreme Court of Canada decision on copyright and the educational use of fair dealing.

The fair-dealing provision in the [Copyright Act](#) permits the use of a copyright-protected work without obtaining permission from the copyright owner or paying copyright royalties if the use is considered “fair.” The [Fair Dealing Guidelines](#) apply to non-profit K–12 schools and postsecondary education institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the [Copyright Act](#) and the Supreme Court decision.

- Council of Ministers of Education, Canada. Copyright Overview, [website](#).