In the Field: Teaching & Learning in Danish Schools & Communities

Course Details

Course Designator & Number: EPSY 3705

Number of Credits: 3 Credits

Language of Instruction: English

Instructors:

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Course Description

The Department of Educational Psychology is on a mission to provide its students with opportunities to develop the multicultural competencies necessary to work effectively with children and families of all races, cultures, languages, and ethnicities. Through this seminar, students will experience cross-cultural teaching and learning through intense immersion in Danish schools and communities. In addition, as a minority culture in Copenhagen, students will learn from diverse perspectives expanding their respect for individual differences.

Consistent with the mission of the College of Education and Human Development and the Special Education Programs, this practicum strengthens effective educational practices, promotes inquiry and problem-solving skills, and builds leadership skills for future professionals who aspire to work in educational psychology and related fields.

Course Goals & Objectives

Global Seminars are short-term, cohort-based programs that allow students to interact closely with a University of Minnesota program leader. The host country is a global classroom and is

experiential and interdisciplinary in nature. Global Seminars have a dual mission to serve University of Minnesota students and academic departments in the following ways:

Students:
- to make learning abroad accessible to all University of Minnesota students
- to serve as a gateway to further international opportunities
- to cultivate community through shared academic experiences abroad

Academic Departments:
- to internationalize curriculum
- to provide international leadership opportunities
- to establish academic and professional connections abroad
- to encourage broader international engagement at the University of Minnesota

The focus of this course is to provide all students experiences in Danish schools and communities as they relate to the broad field of Educational Psychology. During the May session, students will spend thirty hours over the course of three weeks observing and working in Danish classrooms followed by a seminar led by a University of Minnesota instructor. The seminar will include reflections on lived experiences as well as the similarities and differences among the U.S. and Danish school systems. The overall experience will culminate in a final project summarizing the experience overall. The hours spent in Danish schools can be added to the field experience hours required for teacher licensure by the state of Minnesota. In addition, students will immerse themselves in the culture through a variety of structured activities and individual free time spent within the community both through required group excursions and through personal time off.

Summary: Conceptual Framework for Professional Education in CEHD (April, 2012)

The mission of CEHD professional education programs is to provide leadership for:
- Promoting **inquiry, research, and reflection;**
- Honoring the **diversity of our communities and learners;** and
- Fostering a commitment to **lifelong learning and professional development**

College of Education & Human Development Mission Statement
The College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

Conceptual Framework for P-12 Professional Education Programs. The central themes of the Conceptual Framework are:
- to internationalize curriculum
- to provide international leadership opportunities Promoting inquiry,

research, and reflection;
- honoring the diversity of our communities and learners; and
- fostering a commitment to lifelong learning and professional development.

Department of Educational Psychology Mission Statement

The broad mission of the Department of Educational Psychology is to:
- create and disseminate new knowledge about successful educational practices;
- preserve the established and time-honored practices of the past; and
- promote the welfare and development of all students from all abilities and backgrounds.

Within this mission, the department's priorities are to:
- prepare graduate students to take leadership in research, teaching, professional practice, and service;
- train new and practicing teachers in the instructional applications of psychological theory;
- foster an appreciation of the role that educational psychology can play in solving educational problems; and
- work with schools and individuals to help them achieve their goal.

Special Education Program Mission Statement

The special education program aims to improve outcomes for individuals who require specialized support to experience success across the lifespan. We are committed to engaging in meaningful research—and to bridging research and practice—to improve the lives of children and families in diverse contexts, and to have a lasting impact on teacher education, leadership, and policy.

Learning Abroad Mission & Learning Objectives

The Learning Abroad Center (LAC) creates meaningful educational opportunities abroad for students through ethical and innovative engagement within the University of Minnesota and the greater education abroad community.

Diversity Mission Statement

The LAC creates a learning climate that respects and celebrates diversity. We are committed to and accountable for strategically addressing barriers affecting marginalized groups by providing inclusive advising, program and curriculum design, global faculty and staff recruitment and training, and campus stakeholder engagement.

Learning Abroad Outcomes

All LAC programs are specifically designed to ensure that participants will:
- expand their knowledge through multiple academic perspectives;
- gain awareness and appreciation of their host cultures and deepen awareness of their own culture;

- identify and communicate the impact of their experience abroad personally, academically, and professionally, which will enhance their career and life-planning skills;
- become more self-reliant and self-aware; and
- navigate differences more effectively.

Student Learning Outcomes

Student Learning Outcomes:	Teacher candidates will:
SLO 3: Have mastered a body of knowledge and a mode of inquiry.	Interact with students with and without disabilities in Danish classrooms.
SLO 4: Understand diverse philosophies and cultures within and across societies.	Identify the similarities and differences between Danish and American school systems particularly around the field of Educational Psychology.
SLO 6: Understand the role of creativity, innovation, discovery and expression across disciplines.	Systematically observe inclusive evidence-based classroom practices and the role assessment plays in educating all students in Danish schools.

Course Materials & Technology Required

Salmon, M. (2019). Denmark – Culture Smart!: The Essential Guide to Customs and Culture. Kuperard Publishing.

A phone to download apps that will be useful during your visit and to communicate with your instructor and DIS personnel.

Course Requirements

Attendance & Participation
Active student participation is essential to the success of the course. Participation in the seminar is defined as successful completion of course readings, review of instructional materials, review of student presentation materials, and all other mandatory assignments (graded and ungraded). Participation also requires sharing insights or questions about course topics and materials, responding to or providing feedback to questions in response to course activities, comparing and contrasting course material, and integrating knowledge gained from

the course material with your own experiences. This is a 3-credit course, in turn, students should plan to commit a minimum of 135 hours to the course while in Copenhagen.

Instructor-Led Time: 30 hours (minimum)

This course includes a variety of instructor led sessions including one LAC information session (2 hr), one on-line health and safety orientation (3 hrs), three pre-departure orientation sessions (6 hrs), four seminars (4 hrs), four guest lectures (4 hrs), three DIS information sessions (3 hrs), and two group cultural excursions (8 hrs).

Independent Student Work Time: 105 hours

Students will need to plan to commit a minimum of 105 hours throughout the seminar to field experiences (prep and attendance), prepare for seminar and guest lectures, independent cultural excursions, research, and completing course assignments.

Pre-Departure Learning Abroad Requirements

Complete the online Health & Safety Orientation (S/N)

This orientation can be found on the Canvas page. It must be completed prior to the in-person orientation meetings.

Attend the in-person orientation meetings (S/N)

It is REQUIRED that you attend three in-person orientation meetings on campus prior to departure to discuss the expectations of the seminar and to provide information regarding travel. **Please invite those from your support system to attend any or all of the information sessions either in person or over Zoom.**

- Meeting 1: Review what to expect in Copenhagen
- Meeting 2: Review course assignments and expectations
- Meeting 3: Review logistical information for departure and complete the pre-departure survey Canvas)

Pre-Departure Survey (S/N)

Complete the "Pre-Departure Survey" link on Canvas.

Center for Community-Engaged Learning (CEL)

Community-engaged learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. It gives you a chance to use what you are learning in the classroom to address community-identified issues, and to learn more about course topics from community members with expertise and experience. You'll not only learn about

practical applications of your studies, you'll also become an actively contributing community member through the service you perform.

[Community Engagement Scholars Program](#) (CESP)

This is a program for students who want to make a commitment to community engagement during their undergraduate experience. Students complete 400 hours of community engagement work, participate in reflective workshops, and complete a 1-credit senior capstone project. Because of the rigorous nature of the program, students are also recognized by the board of regents with a notation on their official transcript and a medal of distinction. The program is open to all undergraduate students in every major and college.

Academic integrity applies to community work done for academic credit

Any of the following actions constitute academic dishonesty within a community-engaged learning context and will be addressed in the same way as any other act of academic dishonesty. Incidents may also be referred to the [Office for Community Standards](#).

1. Misrepresenting hours completed at a community site or spent working on a community project. This includes documenting hours done in previous semesters or with an unauthorized organization.
2. Writing reflections or completing other assignments about events or activities the student did not actually participate in or attend at their community site. This includes drawing on community work done in previous semesters or with an unauthorized organization.

The University of MN [Student Conduct Code](#) also applies to student behavior while doing community work for academic credit

Violations or potential violation of the student conduct code applies in any setting where a student is engaged in work toward academic credit or is related to University activities. Any potential violations reported to CCEL liaisons from community partners will be forwarded to the Office for Community Standards to be addressed.

Accommodations for students registered with Disability Resource Center doing community-engaged learning

If you are registered with the Disability Resource Center and use reasonable accommodations in your courses, you may also want to explore what accommodations may be useful in your community-engaged learning. CCEL staff can work with you on how to bring up accommodation needs at a community learning site, or assist you in finding a site that meets your health and/or accessibility needs. We can work closely with your instructor and/or your Access Consultants to discuss the type of work environment and structure you need to be successful during your community experience. Additionally, we also strongly suggest having a conversation with your community supervisor at the beginning of the semester in order to allow them to understand what you need to be successful and to better understand if something comes up as the semester progresses.

Confidentiality and privacy issues in community work

Be aware that through your community-engaged learning, you may come to know information about individuals that is covered by policies and ethical guidelines about confidentiality. You

should speak to your community supervisor about how confidentiality obligations apply to you. Examples of how these issues might arise in your community engagement include:

1. Photography: You should never take photos of anyone at your community organization without first knowing the organization's policy for obtaining consent.
2. Personal Identifiers: Be careful about revealing information that could be used to personally identify individuals you work with at your community organization. This includes changing the names of people at your organization when submitting assignments for class.

Background Studies
By Minnesota state statute, criminal background checks are required for work (paid and unpaid) in many community organizations that provide "care" to children, the elderly or individuals with disabilities or that work with young people in educational settings.

If you are concerned that your record could disqualify you from the approved community-engaged learning options, please be proactive and discuss your options with your community-engaged learning liaison. (For more information see CCEL's Frequently Asked Questions section in the CEL Course Portal (for students) or on our Currently Teaching section of the website for faculty).

Non-Discrimination in community work
According to the University of Minnesota Board of Regents policy on *Equity, Diversity, Equal Opportunity and Affirmative Action*, the University shall:

> Provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

All CCEL partner organizations have verified that the engagement opportunities they offer to students are in compliance with this policy. If your faculty member allows community-engaged learning at organizations that are not CCEL partners, CCEL staff will contact those organizations to ensure their compliance with this non-discrimination policy before they will be approved for class credit.

Religious Service
Faith-based organizations, including religious institutions such as churches, mosques, synagogues, or temples, can be community-engaged learning sites as long as they comply with the U of MN's non-discrimination policy. However, service done as part of an academic course cannot include any of the following religious activities: providing religious education/instruction, worship activities, or any form of proselytizing.

CCEL Timesheet (5 points)
Students are required to maintain a weekly log of the hours and tasks from all sites (ccel-app.umn.edu). Your instructors will have access to your timesheet to approve hours.

CCEL Evaluation (5 points)
At the end of the semester, students will complete a survey about their CCEL experience, which you will access through the website at csl.umn.edu. Submit a copy or a screenshot of the evaluation on Canvas.

Field Experience Requirements

Introductory Letter (S/N)
Students will prepare and send an introductory letter to their mentor teacher. The letter should be no longer than one page and include:

1. An expression of appreciation for the opportunity to gain experience from the teacher's classroom for your practicum.
2. The nature of your classroom experiences thus far.
3. Brief summary of the subjects you are studying related to your practicum experience.
4. Your experience with children.
5. What you hope to get out of this practicum while being of assistance to the teacher.
6. Another "thank you."

This letter will serve as a first impression, so be sure to type and proofread. The letter should not exceed one single-spaced page. Be positive and appreciative of the opportunity. Remember, this person is doing a wonderful service to you.

Field Experience Reflections (25 points)
Immediately after each field experience, students will submit a short, but meaningful reflection of their experiences based on the seminar topic (see Course Schedule) and explain how involvement and participation fit into their broader goals (i.e. educational, professional, or personal). The content of the reflections will help spark discussion for the following seminar. In addition, the reflection should include a summary and self-analysis of performance. Each field experience reflection is worth 5 points.

Verification Form (S/N)
Completion of minimally 30 hours of classroom observations as indicated on the signed Verification Form to be completed by mentor teacher. Students should confer with their mentor about expected interaction/activities. If a problem is identified, the university instructor must be notified immediately so that a solution can be determined. To receive a passing grade, students must be rated as having performed satisfactorily in the school setting.

Disposition Assessment (S/N)
A satisfactory disposition assessment must be completed and submitted by the instructor.

Other Course Requirements

Why Denmark? (30 points)
Identify three to five different aspects of Danish culture and relate it to Educational Psychology. Students will need to conduct additional research for a more in depth study. These aspects are not limited to, but are expected to be related to Danish culture: politics, education, religion, social context, famous Danes, music, literature, history, customs, etc. (Minnesota is known for its Viking heritage, after all.). Additional research can be in the form of article review, interviews, government documents, etc. There are multiple formats you can use for the analysis: paper, voice over, video, PowerPoint, podcast, or other media. Papers should be 4 pages in length, typed in 12-point font, and double-spaced with one-inch margins. Videos are typically about 5-10 minutes in length. You must use appropriate resources and refer to specific examples to provide supporting evidence for the arguments/claims that you make in your analysis and cite these sources appropriately (APA style).

Book Creator Digital Story (20 points)
Students will view the [Book Creator](#) video and use this tool to create a [Book Creator](#) digital story of their personal experiences exploring Copenhagen. Captions or written descriptions should accompany the photos that are reflective of those experiences. Points will be awarded based on the variety of items included as well as creativity in the development of the digital stories as well as a reflection of the submissions. Due to data privacy, please do not include children's faces in photos. Students will share their digital stories at the end of the program.

Guest Lecture Dialogue (20 points)
Students are expected to attend ALL guest lectures and actively participate with the presenter. Students are expected to ask at least one question of the guest lecturer in order to receive points. Points are based on oral participation of dialogue between the student and the lecturer. Guest Lecture Dialogues are worth 5 points each.

Seminar (20 points)
Four seminars will be held across weeks 2 and 3 after the field experiences in order to regroup, reconnect, and revisit the experiences of the week. Seminar topics will vary and students are required to actively participate in the discussions and activities. Participation in each seminar is worth 5 points.

Course Content

Pre-Departure

Unit 1

Prior to Orientation Sessions
- Online health and safety orientation
- LAC orientation meeting
- Obtain background check in Minnesota
- Assignments due:
    - Certificates of completion

Unit 2

Orientation Meeting #1
What to expect in Copenhagen
- Copenhagen logistics
- What Is DIS?
- Housing—choosing a roommate
- Transportation
- Assignments due:
    - In-person attendance

Unit 3

Orientation Meeting #2
Assignment expectations
- Canvas
- Syllabus
- A discussion about Danish culture—"Jantelov"
- Assignments due:
    - In-person attendance
    - Read *Denmark – Culture Smart*

Unit 4

Orientation Meeting #3
Let's get ready to leave!

- Flight itinerary
- Meeting at the airport
- Getting to DIS from CPH
- International phone plan/sim card
- Download helpful apps
- Complete pre-departure survey
- Assignments due:
    - In-person attendance
    - Completed survey

Unit 5

Week 1, Day 1
- Arrival Day—students settle into housing
- DIS Housing and Student Life
- DIS Institutional Relations (Student Hub & DIS app)
- Welcome group dinner

Unit 6

Week 1, Day 2
- Introductory Walking Tour
- Guest lecture 1—introduction to field experience visits, and logistics
- Assignments due:
    - Guest lecture dialogue #1

Unit 7

Week 1, Day 3
- Guest lecture 2—Danish education system
- Assignments due:
    - Guest lecture dialogue #2

Unit 8

Week 1, Day 4
- Ascension Day Danish Holiday —businesses including DIS are closed
- Group dinner—initial thoughts
- Assignments due:
    - Intro letter to mentor

Unit 9

Week 1, Day 5
- Group cultural excursion 1

Unit 10

Week 1, Day 6
- Free cultural excursion (either on own or as a group)
- Use your app or use this site: [Visit Copenhagen](#)

Unit 11

Week 1, Day 7
- Take some time for yourself

Unit 12

Week 2, Day 1
- Field experience day 1: First day impressions
- Assignments due:
  - Field experience reflection #1

Unit 13

Week 2, Day 2
- Seminar 1: Share what you did over the weekend and field experience impressions
- Guest lecture 3—site visit
- Assignments due:
  - Seminar discussion

Unit 14

Week 2, Day 3
- Field experience day 2: Topic EPSY in your setting
- Assignments due:
  - Field experience reflection #2

Unit 15

Week 2, Day 4
- Seminar 2—EPSY in Denmark
- Guest lecture 4—primary school
- Assignments due:
    - Seminar discussion

Unit 16

Week 2, Day 5
- Field experience day 3: How does Ed Psych play out in Denmark?
- Assignments due:
    - Field Experience Reflection #3
    - CCEL Field Experience Log #1

Unit 17

Week 2, Day 6
- Free cultural excursion (either on own or as a group)
- Use your app or use this site: Visit Copenhagen

Unit 18

Week 2, Day 7
- Take some time for yourself

Unit 19

Week 3, Day 1
- Whit Monday Danish Holiday—businesses including DIS are closed
- Scheduled student study day (get caught up on seminar requirements)

Unit 20

Week 3, Day 2
- Field Experience 4: Identify similarities and celebrate differences

- Assignments due:
    - Field experience reflection #4

Unit 21

Week 3, Day 3
- Seminar 3: Compare and contrast US and Danish education systems
- Group cultural excursion 2—[National Museum of Denmark](#)
- Assignments due:
    - Seminar Discussion
    - Guest lecture dialogue #4

Unit 22

Week 4, Day 4
- Field experience day 5
- Assignments due:
    - Field experience reflection #5
    - CCEL field experience log #2
    - Mentor verification and evaluation

Unit 23

Week 4, Day 5
- Seminar 4: Wrap-up and departure notes
- Concluding dinner
- Assignments due:
    - Book creator digital stories
    - Why Denmark?

Unit 24

Week 4, Day 6
- Take some time for yourself or do some last-minute exploring
- Use your app or use this site—[Visit Copenhagen](#)
- Assignments due:
    - CCEL Field Experience Evaluation

Unit 25

Week 4, Day 7
- Departure

Returning Papers, Exams, & Projects
Grades will be posted on Canvas throughout the session. Any hard copy assignment submissions can be picked up in 250 Education Science Building. These materials will be available for pickup after grades have been entered and up to the second week of the next semester, after which all papers/assignments will be shredded and no longer available.

Missing & Late Assignments and Makeup Work
Late assignments are difficult to keep track of and are at a high risk of being misplaced; therefore, assignments turned in late may be deducted 5% of the awarded points for EACH DAY they are late. Exceptions may be made under certain circumstances that must be negotiated with the instructor before the due date. Assignments turned in one week late are at risk for not being considered for grading. Assignments may be made up after consultation with the instructor. Make up assignments will be granted at the discretion of the instructor.

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

How to access your grades: Go to OneStop for Students (onestop.umn.edu), click on Grades & Transcripts; on the right side under Quick Links, click on Grades/Unofficial transcript.

Announcements
Periodically, you may receive a course announcement. If you have any questions regarding an announcement, feel free to respond to it, replies will allow the whole class to benefit from clarification. [Set up notification preferences to receive course announcements by email](). For more private matters, you may email individually.

Introductions

A discussion for introducing yourself to the instructor and the other students in the class may be provided. Please complete this activity in a timely manner; additionally, you may want to [update your profile in the system](#).

The University-assigned student email account is the University's official means of communication with all students. Students are responsible for all official information sent to their University-assigned email account. If a student chooses to forward messages to another account, the student is still responsible for all information, including attachments. https://policy.umn.edu/education/email

Additional Course Information & Expectations

Confidentiality & Privacy Issues within the Community Engaged Context
Community organizations participating in community engagement expect students to work to the best of their abilities and act in a responsible manner. Furthermore, many community engagement students will be working with individuals who fall into protected categories, such as children, seniors, or individuals with disabilities. Be aware that through your community engagement, you may come to know information about individuals that is covered by rules and ethical guidelines about confidentiality. You should speak to your community supervisor about how confidentiality obligations apply to you. Examples of how these issues might arise in your community engagement include:

1. You should not take photographs of anyone at your community engagement site without following the policy the organization has in place. This often involves getting written permission from the individual and/or written permission or the parent/guardian of children under 18 years of age.
2. During class discussions, be careful about revealing any information that could be used to personally identify any individual with whom you work in your community engagement.
3. In written assignments and especially when using online learning tools (Canvas, class blogs, etc.), be particularly attentive about the information you disclose about your community engagement experience in case the site you are using is publicly available online. Refrain from mentioning the name of your organization and change the names of any individuals you write about if you are utilizing these online tools for your class.

Community Engaged Learning Background Checks
Please note that Criminal Background Checks are also required for many community engagement placements, especially those that involve working with "vulnerable populations" such as children, the elderly, and individuals with disabilities. If the agency asks about any convictions and you have a criminal record

- Be honest. Failure to state convictions that are then uncovered in a background check will likely result in your immediate dismissal from your service organization.
- Ask the agency representative to explain what types of convictions are not acceptable (these often involve convictions such as those involving theft, violence, drug sales, and/or crimes against minors).
- If you believe that your record could disqualify you from the approved community engagement options, please be proactive and talk to your community engagement liaison to discuss alternative placement options.

Expected Behaviors & Respectful Contributions

Online learning can take place in a fully online course or as part of a face-to-face course. Participating in an online activity (e.g., discussion forum, Flipgrid, VoiceThread, peer review) can be different from the interactions that take place in a physical space. Without visual or verbal cues, it can be hard to communicate tone when using text. When you communicate online your content (files, text, images, and video) can be instantly copied and shared. Due to these differences, here are some things to keep in mind:

- Be polite. While there will inevitably be some things said in our online discussions that you will disagree with, always keep your responses constructive and, where possible, support your views with evidence from the readings or your own experiences.
- Keep your responses on topic. If an individual mentions something that interests you in a post that seems completely tangential to the class discussion, respond by private email.
- Post messages to the appropriate audience. Be sure to post your questions/responses to the appropriate forum.
- Quote responsibly and reply substantially. Always weigh whether your comments are contributing substantially to the discussion before you post them to the discussion list—saying "I agree" after quoting a 25-line message can frustrate your peers and doesn't really add much to the discussion.
- Keep your responses jargon-free. Always be sure to define terms and acronyms fully before using them. This rule applies particularly to the use of Internet abbreviations. These terms may be confusing to new users or users who are not native speakers.
- Be mindful of what you share and how you use what is shared. Check with the person who posted the media you would like to reuse before doing so. If you are posting the media or images, be sure to explore what copyright might apply to them. To find more information, see the [Libraries' resource on using copyright materials](#).

Adapted from: [Internet Learning Alternatives Netiquette Primer](#)

Online Course Communication Methods

The following methods of communication may be used in this course:

Learn About Canvas

Learn more about how to use Canvas by watching the following videos.

- [Canvas Overview](#)
- [Update Your Profile](#)
- [Update Your Notification Preferences](#)
- [Communicate with Your Instructor and Peers](#)
- [Participate in Discussions](#)
- [Keep Track of Assignments Due](#)
    - Guide: [Add the Canvas Calendar to Your Google Calendar](#)
- [Submit Your Assignments](#)
- [Participate in a Group](#)
- [Check Your Grades](#)
    - [View Assignment Feedback from Your Instructor](#)
- [Canvas Student App](#)

You can also learn more about the features of the Canvas learning management system by reading their [guide for students](#).

Learn about Zoom

Zoom is used by the University of Minnesota for online meetings and video conferencing.

- [UofM OIT Zoom Resources](#)
- [Getting Started with Zoom](#)

UofM Technology Support

- [Online Tech Help](#)
- [In-Person Tech Help](#)

Additional UofM Resources

- [Educational Policies](#)
- [Smart Learning Commons](#)
- [Student Writing Support](#)
- [Student Mental Health](#)
- [Campus Safety and Security](#)

Student Resources

- **[Hardware and Software Information](#)**—Computer and Device Support can connect you with discounted hardware, software, and cell phone options.
- U of M Support—Online specialists can be reached via email, phone, or chat: **[Contact Us](#)**.
- **[University Libraries](#)**—Information about distance learning, as well as

services to online students affiliated with each campus: **Duluth**, **Crookston**, **Morris**, and the **Twin Cities**.
- University of Minnesota Libraries—**Online tutorials** and **workshops**.
- The U of M Learning Platform—Academic applications (e.g., Canvas, myLibrary, podcasts). Students access the Learning Platform via the **MyU Portal** (login required).

Tips & Training
- Free **training courseware** for MS Office products.
- Free **mini-course** (requires registration) on assessing and overcoming your tendency to procrastinate.
- **Online learning tips** from the University of Illinois.
- Information on **how to be a successful online learner**.

Policies

Attendance Policy

Active student participation is essential to the success of the course. Participation in the seminar is defined as successful completion of course readings, review of instructional materials, review of student presentation materials, and all other mandatory assignments (graded and ungraded). Participation also requires sharing insights or questions about course topics and materials, responding to or providing feedback to questions in response to course activities, comparing and contrasting course material and integrating knowledge gained from the course material with your own experiences, and participating in online discussions.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades,

honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct
The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).

University Policies

Use of Personal Electronic Devices in the Classroom: Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom.

Makeup Work for Legitimate Absences: Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/education/makeupwork

Appropriate Student Use of Class Notes and Course Materials: Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community.

Sexual Harassment: "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program.

Equity, Diversity, & Equal Opportunity: The University will provide equal access to and

opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

Students with Disabilities: The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist). Additional information is available on the DRC website: disability.umn.edu or email drc@umn.edu with questions.

Mental Health & Stress Management: Issues that can cause barriers to learning, include strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: mentalhealth.umn.edu.

Policy on Academic Freedom & Responsibility: Academic freedom is the freedom, without institutional discipline or restraint, to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write on matters of public concern as well as on matters related to professional duties and the functioning of the University.

Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution. For more information, please consult the Board of Regents' Policy: provost.umn.edu/about-evpp/academic-freedom