



**Childhood and Youth Studies 3311G (570)
RESEARCH METHODOLOGIES WITH CHILDREN
Fall/ Winter 2025-2026**

Instructor: D. Bendo
Email: dbendo2@uwo.ca

Course Information

Calendar Description:

An advanced seminar on participatory research methodology involving children and youth. Students will analyze literature, hypothesize research questions, locate sites and methods, and confront logistical and ethical questions of social research with children.

Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G and any course in Childhood and Youth Studies at the 2200-level.

Extra Information: 3 lecture/tutorial hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: CYS

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



CYS 3311G

Section 570

Winter 2026

Participatory Methods

Instructor Information:

Professor: Dr. Daniella Bendo

Email: dbendo2@uwo.ca

To contact me: email dbendo2@uwo.ca (**ensure you add the class course number in the subject line**). I will try to return a response within 48 business hours (Mon - Fri 9:00 am – 5:00 pm). If you do not hear from me within 48 hours, please send a follow up email.

Office Hours: Office hours can be found on Brightspace.

Class Times and Location(s):

Lecture: **CYS 3311 is planned as a real-time course in person, on campus. Please note that every lecture will be delivered live in person, on campus.**

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An advanced seminar on participatory research methodology involving children and youth. Students will analyze literature, hypothesize research questions, locate sites and methods, and confront logistical and ethical questions of social research with children.

Land Acknowledgement

“We acknowledge that our campus at King's University College is situated on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In our region, there are eleven First Nations communities, as well as a growing indigenous urban population. King's University College values the significant historical and contemporary contributions of local and regional First Nations, and all of the Original Peoples of Turtle Island (also known as North America).” King's University College at Western.

It is my goal in this class to challenge you to think critically about how to design research projects involving children that are suitable for all children from various social lines of difference.

Antirequisites: None

Prerequisites: Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G and any course in Childhood and Youth Studies at the 2200-level.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Learning outcomes:

LO 1 - CYS students acquire a general knowledge of the key concepts, theoretical approaches and assumptions within the field of childhood and youth studies. They come to see children as competent social actors and understand the implications of this fact for children's participatory rights in a local, national and global contexts. Those who obtain an Honours Specialization (HSP) in CYS demonstrate the ability to assess issues and critique arguments about the politics of childhood, social justice for children, and children's rights and capabilities in various institutional contexts.

LO 2 - CYS students become familiar with interdisciplinary approaches to childhood and learn to evaluate and distinguish between them. Those who complete an HSP come to understand how these approaches intersect with other fields and disciplines, and formulate their own research questions in upper division seminars.

LO 4 – CYS students apply analytic tools within childhood studies, and defend their ideas and arguments in oral and written forms. HSP students conduct research in childhood studies. Apply and defend ideas and arguments in speech and writing and in communication with others.

LO 5 – CYS students are able to assess the applicability of research and its social implications for public debate, policy, law, and professional practice. HSP students are able to offer critique and alternative perspectives on how research should be applied and what implications it might have for diverse communities in and beyond Canada.

LO 6 – CYS students come to appreciate that the way we position children and youth as persons shapes our policy positions and the research questions. HSP students develop the ability to place children's and youths' own experiences and perceptions at the center of research methods and policy/legal debate.

LO 8 – CYS Students make critical use of scholarly reviews and primary sources.

LO 9 – CYS students gain the ability to communicate accurate information and clear arguments orally and in writing.

LO 10 – CYS Students respect the limits to their own knowledge. They appreciate how uncertainty, ambiguity, and limits to knowledge might influence analyses and interpretations.

This course begins on January 9th 2026 and continues until March 27th 2026, honouring all important dates derived from University approved guidelines and academic policies (<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>).

Throughout the course you are expected to interact regularly with other students, and with me, as your professor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning. This work may happen in smaller groups, or through opportunities to meet as a class. Each student brings their own knowledge, experience, and interests to our learning community, which we will build on and use our course material (readings, discussions, lessons, etc) to amplify learning for everyone.

We will all be responsible for our own learning progress and also for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to our group. Welcome to our class!

Required text:

All journal articles and book chapters are available on-line through Brightspace/the Library or open access journals at no cost. Web-links and PDF's are provided on ARES and/or indicated in the course schedule. All readings noted on the course schedule are required. **No textbook required.**

Course Evaluation:

Assignment 1: Tri-Council Research Ethics Training (5%)

Assignment 2: Annotated Bibliography (25%)

Assignment 3: Research Proposal (50%)

Research showcase (5%)

Active and Informed In-class Participation (15%)

CYS 3311: PARTICIPATORY METHODS

Section 570

Weekly Schedule, 2026

<i>Week</i>	<i>Topic</i>	<i>Reading</i>	<i>Notes about class</i>
January 9 th	Introduction to participatory research with children	<p>Objective(s): -Course overview/introductions -Class code of arms -Thinking about power dynamics between children and adults in research</p> <p>Please read course syllabus.</p> <p>Hunleth, J. (2011) 'Beyond <i>on</i> or <i>with</i>: Questioning power dynamics and knowledge production in 'child oriented' research methodology. <i>Childhood</i> 18:1 pp 81-93.</p>	Intro/overview of course
January 16 th	Conceptualizing childhood in research	<p>Objective(s): -Unpacking research <i>on</i>, <i>with</i>, and <i>by</i> children -Review of qualitative vs quantitative research with children -Analyzing childhood discourses and their impact in research</p> <p>Kellet, M. (2011). Empowering Children and Young People as Researchers: Overcoming Barriers and Building Capacity</p> <p>Chae-Young, K. (2016). Why Research 'by' Children? Rethinking the Assumptions Underlying the Facilitation of Children as Researchers.</p>	
January 23 rd	Exploring Participatory Research Methodologies: PAR and Co-Production	<p>Objective(s): -Unpacking PAR and Co-production -Design a 'mock' PAR/Co-production project -Review sample project</p> <p>Rodriguez, L., & Brown, T. (2009). From voice to agency: Guiding principles for participatory action research with youth. <i>Childhood</i> 123 pp. 19-34.</p> <p>Lee, L., Currie, V., Saied, N., & Wright, L. (2020). Journey to hope, self-expression and community engagement: Youth-led arts-based participatory action research. <i>Children and Youth Services</i></p>	

		<p><i>Review, 109, 104581-</i></p> <p>Kristin Liabo. Co-production and co-producing research with children and their parents: https://discovery.ucl.ac.uk/id/eprint/10073940/3/Roberts%20Co-production%20manuscript%20March%202019.pdf</p>	
January 30 th	Writing annotated bibliographies and research proposals: Making choices	<p>Objective(s): Review and development of: -Child-centered qualitative research -Research question/rationale -Lit review Plan/finding sources</p> <p>Fraser, S., R. Flewitt and M. Hammersley. 2014. "What is Research With Children and Young People?" in <i>Understanding Research With Children and Young People</i>, pp. 34-50.</p> <p>"Chapter 1: Introduction: Valuing Young Voices" In Clark, C. D. (2010). <i>In a younger voice : doing child-centered qualitative research</i>. Oxford University Press.</p> <p>Denney, A., & Tewsbury, R. (2013). How to write a literature review. <i>Journal of Criminal Justice Education</i>, 24:2 pp. 218-234.</p>	Assignment 1: Tri-Council Research Ethics Training Due Jan 30th at 11:59 pm
February 6 th	Arts-based research methods 1	<p>Objective(s): -Review arts-based research methods -Data collection on campus</p> <p>Punch, S. (2002) 'Research with children: the same or different from research with adults?' <i>Childhood</i> 9:3 pp 321-341.</p> <p>Genuis, S.K., N. Willows, and C. Jardine. 2015. "Through the lens of our cameras: Children's lived experiences of food insecurity in a Canadian Indigenous community" in <i>Child: Care, Health and Development</i>, 41(4):600-610.</p> <p>Blaisdell, C., Arnott, L., & Wall, K. (2019). Look Who's Talking: Using creative, playful arts-based methods in research with young children.</p>	
February 13 th	Methodological and ethical issues in childhood research	<p>Objective(s): -Analyze common ethical issues -Case study activity -Thinking about ethical issues in your proposal</p> <p>Greig, A., Taylor, J. & MacKay, T. (2013). The ethics of doing research with children and young people. In Greig, A., Taylor, J., & MacKay, T. <i>Doing research with children</i> (pp. 245-267). 55 City</p>	Assignment 2: Annotated Bibliography Due Feb 13th at 11:59 pm

		<p>Road, London: SAGE Publications, Ltd doi: 10.4135/9781526402219</p> <p>Montserrat Fargas-Malet, Dominic McSherry, Emma Larkin and Clive Robinson (2010). Research with children: methodological issues and innovative techniques.</p> <p>Brady, L., Shaw, C., Blades, R., & Davey, C. (2012). Involving children and young people in research: principles into practice. In P. Beresford & S. Carr (Eds.), <i>Social Care, Service Users and User Involvement: building on research</i> (pp. 226-242). Jessica Kingsley.</p>	
February 14 th – 22 nd	READING WEEK	ENJOY READING WEEK!	NO CLASS
February 27 th	Arts-based research methods 2	<p>Objective(s): -Review additional arts-based research methods</p> <p>Spray, J., Fechtel, H., & Hunleth, J. (2022). What Do Arts-Based Methods Do? A Story of (What Is) Art and Online Research With Children During a Pandemic.</p> <p>Byrne, L., O’Connell, C., & O’Sullivan, S. (2020). Rap and Political Participation: Using Rap as a Creative Method in Research with Children and Young People. <i>Young (Stockholm, Sweden)</i>, 28(1), 50–68. https://doi.org/10.1177/1103308819856755</p>	
March 6 th	Research Workshop		
March 13 th	Analysis and Dissemination	<p>Objective(s): -Think critically about knowledge dissemination -Analyze participatory approaches to child-friendly dissemination</p> <p>Liebenberg, J., Jamal, A., & Ikeda, J. (2020). Extending Youth Voices in a Participatory Thematic Analysis Approach. <i>International Journal of Qualitative Methods</i> 19 1-13.</p> <p>Groundwater-Smith, S., Dockett, S., & Bottrell, D. (2015). Publication and Dissemination.</p> <p>Groundwater-Smith, S., Dockett, S., & Bottrell, D. (2015). Issues of Impact and Sustainability in the Context of Participatory Design and Construction</p>	

March 20 th	Research Showcase (5%)		
March 27 th	Wrap Up	Objective(s): -Review importance of participatory research with children -Discuss important take away messages -Opportunity for feedback on proposal	Assignment 3: Research Proposal Due April 6 at 11:59 pm

Assignments

Assignment 1: Tri-Council Research Ethics Training (5%) – Due January 30th at 11:59 pm

Please click on the following link: <https://tcps2core.ca/welcome> and complete the training and quiz: Tri-Council Policy Statement (TCPS) on Ethical Conduct for Research Involving Humans. You will have to create a login to access the training. The training/quiz should take around 4 hours to complete. Please upload a copy of your certificate to the Brightspace Assignment 1 drop box by the assignment due date. Completing this training/quiz early will help you think about ethical issues/considerations for your final assignment so it's best to complete this as soon as possible. Please note that tech issues will not be accepted as reasons for a late submission.

Assignment 2: Annotated Bibliography (25%) – Due February 13th at 11:59 pm

Please develop a critical annotated bibliography related to your research topic. The following components are required:

1. Start the assignment by developing a few sentences that clearly outline your research topic. **Remember that your topic must focus on participatory research with children/youth.**
2. Select four academic sources related to your research topic (you may draw on **one** course reading)
3. Provide APA citations for each of your sources.
4. Under each citation:
 - a. Outline the main objective(s) of the source
 - b. How it relates to childhood and youth participatory methodologies
 - c. Critically analyze the research methodology (eg: are young people included, if so, how? Is it a good example of meaningfully involving young people in

- research? Does the methodology require improvement/does it miss something important etc)
- d. Outline strengths and/or weaknesses of the research
 - e. End by outlining how the source will be used for your research proposal (eg: this source focuses on participatory action research (PAR); this is the research methodology I will focus on in my proposal; it's a useful source that I will use to think about considerations for how to design a PAR project etc)
5. Word count: Max 250-300 words per source; use Times New Roman Font, Size 12, Double Spaced, APA
 6. Note that your annotated bibliography should help inform your research proposal (Assignment 3).

Assignment 3: Research Proposal (50%) – Due April 6th at 11:59 pm

Students will develop a research proposal for a **participatory project relevant to child and youth studies** with a specific focus on childhood research methodologies. Your proposal should read as if you are going to be carrying out the study (therefore you need to think through all details of the project). **Your project should involve children and/or youth as human participants**, and therefore, you will need to consider ethical considerations outlined in the Tri-Council research ethics training. We will work on each element of this assignment in class throughout the semester.

Requirements of the Research Proposal:

Part 1 - Research Statement, Question, & Rationale (Length: .5 – 1 page)

Clearly outline a **research statement** that explains your topic and what your research will focus on. Next, pose a **research question** that will guide your research project. Lastly, develop a paragraph outlining the **rationale for your study**: Why is it important to study this issue? Use relevant sources such as news, statistics, and your scholarly literature to tell the reviewers why your study is important.

Part 2 - Literature Review (Length: 2 – 3 pages)

Compare and contrast findings from at least *5 scholarly sources related to your topic*. Outline the importance of this knowledge as it informs your research question (you can draw on relevant sources from the annotated bibliography). The goal is not to simply

summarize the findings of this research; rather you want to address key themes/findings and identify gaps in the literature as it relates to your topic.

Part 3 – Research Design (Length: 3 - 4 pages)

Think through the details of your research project by outlining the following components:

1. Explain your **proposed sample** (eg: children aged 8-10 years old in London, Ontario middle schools). **Remember that your study should include children and/or youth as human participants.** Please include what specific region you are hoping to sample from.
2. Explain your **research methodology/methods** (eg: participatory action research (PAR) approach including interviews with children). Describe your methodology/method(s) and explain why it is appropriate for your project/how it will be useful for addressing your research question (eg: PAR is useful for this study because...x.y.z. Describe how many interviews, where will they take place, in what months will you recruit and how long will they be etc). **Remember that your methodology/methods should be participatory.**
3. Explain your **data collection/recruitment plans** (eg: will you advertise the study via posters in elementary schools, will you reach out to teacher's and ask them to distribute posters about the study in their classes – think through the details necessary to recruit your participants).
4. Outline **ethical considerations** (eg: reflect on your ethics training and considerations that should be addressed such as privacy, consent/assent, anonymity etc). **You should unpack 2-3 ethical considerations in relation to carrying out research with children and/or youth.**
5. Outline the potential **implications and importance** of your study (eg: who will benefit from your findings, why does the research matter, how could it be useful etc)
6. **Appendices (these should go at the end of your proposal):**

Include a visual with info that aligns with your description in section #2 (methodology/methods) - (eg 1: a breakdown of your PAR sessions with young people and what your plan looks like; eg 2: if you are using semi-structured interviews or focus groups, make sure to include at least 5 of the sample questions you intend to ask of your participants to collect data related to the research question). Include whatever info is needed to showcase your methodology/methods.

Additionally, include a child-friendly visual/output that aligns with your description in section #3 (data collection/recruitment plans). Pretend you are about to share your study with children or youth, you will create an arts-based piece that informs the children about your study. Some examples are a poster, pamphlet etc.

You should include any other info/visuals required to showcase your research plans. Please check with me in class if you have questions about what info should be included based on your individual study.

Research Showcase (5%) – March 20th in class

Students will participate in a research showcase where they will briefly highlight an overview of their proposed project and will complete an accompanying reflective assignment in class. More details to be provided in class.

Active and Informed In-class Participation (15%)

Student participation will be evaluated on the basis of active, informed, consistent and thoughtful oral participation in class discussions each week. This participation mark is based on your understanding and analysis of the readings, films, guest lectures and other lecture material. Students may also be asked to complete formal participation activities throughout the semester. **Simply coming to class does not garner participation marks – this mark is based on your active involvement in discussions and activities.**

*Instructor reserves the right to modify course outline.

Policy for Late Submissions

Penalties for late papers or projects may be avoided if extensions are requested in advance. Otherwise, a two-mark deduction will be taken for each of the first five days it is late (including weekends). After 5-days without communication, a zero will be assigned.

Students are expected to schedule appointments and other responsibilities around class time. To be excused from participatory requirements (attendance or homework, etc.) due to

temporary illness or an unavoidable scheduling conflict, contact the instructor directly via email as soon as you are aware of the problem. Ordinary problems of this nature do not require documentation or communication with the Dean's Office; they will be dealt with by the course instructor.

If a student experiences a disruption in their ability to study or participate in the course for more than one week, or if there is a personal loss or trauma of a serious nature, they may request more extensive accommodations, counselling, and other forms of help. The best way to do this is to contact the instructor and/or the Academic Dean's Office.

AI Usage Policy

Intentional usage of artificial intelligence or language generation or translation applications by students to summarize readings or complete assigned work for this course must be approved by the instructor and noted by the student in the submitted work itself. This mandate does not refer to aspects of AI programming embedded into applications such as Word, Chrome, etc. It applies to all intentional usage of AI as a 'co-reader' or 'co-writer.' Students must do their own reading and writing to construct their own voices as democratic citizens. They are not allowed to write text and feed it into a computer application to improve it or translate it. Asking an application to compose text and then changing words before submitting it as your own, constitutes plagiarism. The use of Grammarly or similar applications is prohibited. Using plagiarism checkers to see if plagiarized text has been altered enough to avoid detection is itself a form of academic dishonesty. Students must compose text, choose words, construct logic flow, structure sentences and paragraphs using their own minds and in response to what they read, hear, and experience. When you borrow words or ideas from another person or from a machine this must be placed in quotation marks and properly cited.

KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

Friday Make-Up Exams may only be written with the instructor's consent.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams and tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under Special Examinations).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University

College: <http://www.kings.uwo.ca/current-students/campus-services/student-supportservices/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safecampus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammarchecking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

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

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.