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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Charissa O’Neill, M.Ed.
Email/Google Chat (preferred): seif0074@umn.edu
coneill@umn.edu
346 Education Sciences Building
247 Education Sciences Building
Appointment Calendar
Zoom Appointment Scheduler

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

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
students will spend three days each week observing and working in Danish classrooms and one day each week attending 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 paper 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.

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

Liberal Education
This course is approved by the University of Minnesota to meet the Global Perspectives Liberal Education requirement.

Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings (Association of American Colleges & Universities).

This focus of seminar is designed to allow you opportunities to examine:
- the role of creativity and innovation in addressing societal challenges and how organizational environments and locations can foster space for creative thinking and problem-solving
- the social, economic, cultural, historical, and political conditions which have led to the recognition of Sweden as a global leader in innovation
- the history of the Nobel Prize, as well as particular examples of academic, cultural and scientific advances
- similarities and differences between the United States and Sweden in their approach to fostering innovative and creative practices within their societies
- your level of intercultural competence and strategies to increase your level of intercultural competence

**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**

**This course meets the following Department of Minnesota PELSB Standards**

MN Teachers of Special Education: **Academic and Behavioral Strategist standards** and **Core Skills for Special Teachers of Special Education** standards.

(8) teach in a variety of service delivery models, including the delivery of specially designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals;

(11) engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families;

E. Clinical Experiences. A teacher of special education: academic and behavioral strategist applies the standard of effective practice in teaching students who have a range of mild to moderate needs from the primary disability areas of autism spectrum disorders, developmental cognitive delays, emotional or behavioral disorders, other health disorders, and specific learning disabilities in primary (K-grade 4), middle level (grades 5-8), and secondary (grades 9-12, including transition programs) settings

**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:

- 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.
- 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.
- 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
• navigate differences more effectively

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes:</th>
<th>Teacher candidates will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 3: Have mastered a body of knowledge and a mode of inquiry.</td>
<td>Interact with students with disabilities.</td>
</tr>
<tr>
<td>SLO 4: Understand diverse philosophies and cultures within and across societies.</td>
<td>Identify the roles and responsibilities of the general education and special education teachers.</td>
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</tbody>
</table>

Assessment & 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, and participating in online discussions.

Pre-Departure Learning Abroad Requirements

Complete the online Health and 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 STRONGLY ENCOURAGED that you attend three in-person orientation meetings on campus prior to departure to discuss the expectations of the seminar and to provide logical information specific to this year’s seminar.

- Meeting 1: Review academics, financial aid, and cultural and logistical information
- Meeting 2: Review the course requirements and general expectations for the seminar
- Meeting 3: Review the logistical information regarding specific times and dates of the seminar

Pre-Departure Survey (S/N). Fill out the “Pre-Departure Survey” link on the Canvas site when it opens.
Field Experience & Community Engaged Learning (CEL) Requirements

Students will be placed in Danish classrooms for a minimum of three days each week. A variety of assignments are required to help reflect on these experiences as they relate to your future goals and help in your understanding of cultural differences. The time spent in Danish schools counts toward field experience hours as required from Minnesota teaching licensure requirements as outlined by the Professional Educator Licensing and Standards Board and Community Engaged Learning Experiences as outlined by the University of Minnesota.

Center for Community-Engaged Learning (Field Experience Log) (5 points). Students are required to maintain a weekly log of the hours spent at all sites (ccel.umn.edu). Your instructors will have access to your timesheet to approve hours.

Instructions for logging community engagement hours

CEL (Field Experience) Evaluation (5 points). At the end of the semester, students will complete a survey about their CEL 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 Journal (15 points)

Each week students will submit a short, but meaningful reflection of their experiences. Choose and respond to at least one of the questions below as it relates to your experiences in your specific classroom and explain how your involvement and participation fits into your broader goals (e.g., educational, professional, or personal).

1. What are some of the most interesting discoveries I made about myself and others?
2. What are some of my most challenging moments and what made them so?
3. What are some of my most powerful learning moments and what made them so?
4. How well does my team communicate? How did I contribute to the work of the team overall?
5. What are some things my teammates did that helped me to learn or overcome obstacles?
6. How did I help others at my site(s)? How do I feel I could have helped more?
7. What did I learn were my greatest strengths? My greatest areas for improvement?
8. What moments were I most proud of my efforts?
9. Compare/contrast Danish vs US school experiences (students, styles of teaching, classroom management...).

Each field experience journal submission is worth 5 points.

Other Course Requirements

Denmark Cultural Presentation (10 points). Students will work in a group of three to develop a 15-minute informal presentation about an aspect of Danish culture. Topics may include religion, social policy, politics, famous Danes, music, literature, customs, etc. (Minnesota is known for its Viking heritage, after all.) You will sign up on the Google Doc regarding your topic so we can hear about a variety of subjects on Danish culture.
Why Denmark? (30 points). Identify three to five different aspects of Denmark based on your field experience and your cultural visits that make it an appropriate location to explore educational psychology. These aspects are not limited to, but are expected to be related to Danish culture, politics, education, religion, social context or history. There are multiple formats you can use to demonstrate your learning. The paper should be 4 pages in length, typed in 12-point font, and double-spaced with one-inch margins. Videos are typically about 2–3 minutes in length. You must use appropriate resources and refer to specific experiences to provide supporting evidence for the arguments/claims that you make in your analysis and cite these sources appropriately (APA style preferred).

Cultural/Community Excursions and Reflections (S/N). Students are expected to attend all cultural and community excursions in order to reflect on cultural similarities and differences. These reflections should be evident in the weekly seminars, guest lecture conversations and field experience journals.

Guest Lectures (5 points each). 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.

Seminar (15 points). A weekly seminar will be held 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.

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 pick up 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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Score or Percentage</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90–92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
<td>Achievement that is worthy of credit even though it fails to fully meet the course requirements.</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
<td>Achievement that is worthy of credit even though it fails to fully meet the course requirements.</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
<td>Achievement that is worthy of credit even though it fails to fully meet the course requirements.</td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
<td>Achievement that is worthy of credit even though it fails to fully meet the course requirements.</td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
<td>Achievement that is worthy of credit even though it fails to fully meet the course requirements.</td>
</tr>
<tr>
<td>D</td>
<td>60–66</td>
<td>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.</td>
</tr>
<tr>
<td>F</td>
<td>0–59</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

## 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:

**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](https://policy.umn.edu/education/email)

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 and 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. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html.

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. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html.

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. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html.

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](http://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](http://provost.umn.edu/about-evpp/academic-freedom)