

# Teaching Dossier

Trystan S. Goetze

---

## TABLE OF CONTENTS

Teaching Statement.....	2
Diversity Statement.....	3
Student Ratings of Instruction (Summary) .....	4
Dalhousie University .....	4
PHIL 2490 & CSCI 3101 Social, Ethical and Professional Issues in Computer Science, Fall 2020 (sole instructor, online, asynchronous) .....	4
PHIL 2490 & CSCI 3101 Social, Ethical and Professional Issues in Computer Science, Winter 2020 (sole instructor, face-to-face) .....	6
University of Sheffield.....	7
PHI 125 Matters of Life and Death (co-lecturer).....	7
Sample Syllabus: PHIL 2490 & CSCI 3101 Social, Ethical, and Professional Issues in Computer Science (online, asynchronous, taught Fall 2020) .....	8
Professional Accreditation (Higher Education Academy).....	23

---

Additional information about my teaching, including a sample lecture,  
is available on my website:

<http://www.trystangoetze.ca/teaching/>

## Teaching Statement

My general aims as an instructor are to improve my students' abilities to engage critically yet charitably with philosophical arguments and views, to improve their writing skills, and to enable them to make meaningful connections between philosophy and their personal lives.

In order to facilitate high-level discussion of course material in my Winter 2020 computer ethics class, I employed a method called Team Based Learning (TBL). This approach enables students in large classes—even in traditional lecture halls with fixed seating—to gain the benefits of a seminar-style classroom.<sup>1</sup> In a TBL classroom, students are assigned to permanent teams on the basis of their key skills. In their teams, students collaborate on reading quizzes and complete application exercises on realistic case studies. For example, in a unit on the philosophy of privacy, one application exercise asked, “Would it be unethical for a university to require its students to use attendance-tracking apps?” In whole class discussion, students then defend their answers to each other. I facilitated these activities with the help of instructional technology, particularly the Top Hat classroom response app. In course evaluations, students overwhelmingly indicated that these activities were enjoyable and contributed to their understanding of the course material. One student remarked: “The team-based learning was unique and I had never experienced a method like that in a university course before. Being in a team helped my understanding of the course material because everyone could share their ideas and opinions.”

In Fall 2020, I taught computer ethics again, this time completely online due to COVID-19 restrictions. I developed a new reading list to eliminate the need for textbooks, incorporating more recent material on professional ethical failures in computer ethics (such as the Facebook–Cambridge Analytica scandal, the Boeing 737 MAX disasters, and predictive policing). I also added work on racial and gender bias in computer systems, particularly artificial intelligence systems, from important contemporary researchers such as Ruha Benjamin and Safiya Noble. Students responded highly positively to the course; in a comment attached to an assignment late in the term, one student remarked, “The online learning experience in this class blew my other classes out of the water, thank you.” In an optional reflection exercise at the end of the course, multiple students commented that although the online group activities were difficult to coordinate, they had a positive impact on their understanding of the material and development of their writing skills. Students also noted that they were now much more aware of the ways in which technology is not value-neutral, and how artificial intelligence systems in particular can be biased, noting that they would remember this in their professional careers. Additionally, for this course I implemented my developing coding skills in Python3, writing scripts to automate aspects of the peer evaluation assignments.

I am constantly improving my pedagogical practice by trying new techniques. Something I am excited to try in a future course is to use tabletop roleplaying games, such as *Dungeons & Dragons*, as an instructional tool. Initial experiments by philosophy professors such as Rebecca Scott have shown that the imaginative free play of such games is an exciting way to challenge students to engage with ethical issues through interactive thought experiments.<sup>2</sup> As an indie game designer in my free time,<sup>3</sup> I am thinking about ways to design a game to teach how to use AI ethics tools through fictional roleplaying scenarios.

---

<sup>1</sup> L. Michaelson, A. Bauman-Knight, and D. Fink, *Team-Based Learning*, Sterling, VA: Stylus (2003); C. Gullo, T. Cam Ha, and S. Cook, “Twelve tips for facilitating team-based learning,” *Medical Teacher* 37.9 (2015): 819–24; K. van Orman, “Teaching philosophy with team-based learning,” *AAPT Studies in Pedagogy* 1 (2015): 61–81.

<sup>2</sup> R. Scott, “Why I Use Dungeons & Dragons to Teach Ethics,” *Aesthetics for Birds*, 3 Aug 2020, <https://aestheticsforbirds.com/2020/08/03/why-i-use-dnd-to-teach-ethics/>

<sup>3</sup> Most of my games can be downloaded here: <https://errantcanadian.itch.io/>

## Diversity Statement

My training, research, service, and teaching reflect my personal and professional commitment to diversity and inclusion.

The Ph.D. programme at Sheffield requires all candidates to take seminars on diversity and inclusion as part of their training. Sessions focus on mitigating implicit bias in research and in teaching, workplace climate issues, methods of conflict prevention and resolution, and developing institutional support structures for members of underrepresented groups. I would draw upon this training to develop similar activities for students in your department, in collaboration with students and faculty from underrepresented groups.

When co-organizing the 2017 Departmental Conference of the Royal Institute of Philosophy, I closely followed the [BPA/SWIP-UK Good Practice Scheme](#) for improving the representation of women and other minoritized groups in philosophy. My collaborators and I employed a double-blind review of submissions, and, with the help of an assistant, we checked the blinded shortlist (in aggregate) for signs of demographic bias. We also imposed a set of policies designed to facilitate the participation of all in the Q&A sessions. Written feedback solicited from participants showed that we were successful in hosting an accessible event in which all felt comfortable participating, with particular praise for the chairing of Q&A sessions. I would continue to follow and advocate for such best practices when organizing events in this position.

As an international student at Sheffield, I quickly came to understand the importance of support for students from other countries. From 2015–17, I was co-chair of the Philosophy International Students' Society committee. My leadership led to an increase in the number and variety of social and cultural events for international postgraduates in the department, including pub nights, coffee mornings, field trips, and an annual welcome dinner. We also organized presentation workshops for students whose first language was not English; a first-year Ph.D. student from Mexico found this highly valuable in preparing her first talk at the research seminar. Altogether, the Society's activities created a strong support community for students far from home. As I would again be an international member of the department community, I would be pleased to work with students to adapt this model to your department.

Showing students early on that philosophy is a diverse discipline aids those from underrepresented groups to become confident in their abilities and comfortable identifying with philosophy as a pursuit. Accordingly, I consciously choose selections from philosophers belonging to minoritized groups, including historically overlooked figures. For example, when I taught computer ethics at Dalhousie University, I adapted the previous instructor's syllabus to add more and more recent material on bias in computer systems, including work by Helen Nissenbaum and Batya Friedman on how computer systems can be biased, Safiya Noble's recent study of racist and sexist biases that exist in Google Search, and Ruha Benjamin's concept of the "New Jim Code." As my teaching practice develops, I would like to further improve the representation of diverse authors in my courses, and design courses based entirely around overlooked or less well-known figures.

In sum, my past, present, and planned professional activities demonstrate a consistent commitment to diversity in all aspects of my work as a philosopher.

### Student Ratings of Instruction (Summary)

The following summarizes the results of student evaluations of my courses and teaching as co- or sole instructor. Complete datasets and comments are available on request.

#### DALHOUSIE UNIVERSITY

---

PHIL 2490 & CSCI 3101 Social, Ethical and Professional Issues in Computer Science, Fall 2020 (sole instructor, online, asynchronous)

Question (5-point scale)	Instructor Mean	Department Mean (Computer Science)	Department Mean (Philosophy)
The instructor conducted the class / clinical in such a way that I was stimulated to learn.	4.51	3.95	3.99
The instructor organized the class well.	4.60	4.11	4.28
The instructor communicated clearly during the class.	4.67	4.20	4.25
The instructor showed enthusiasm for the subject matter of the class.	4.62	4.29	4.44
The instructor used fair evaluation methods to determine grades.	4.47	4.17	4.02
The instructor provided constructive feedback (considering the class size).	4.32	4.07	4.06
The instructor showed genuine concern for my learning.	4.53	4.11	4.12
Overall, the instructor was an effective teacher.	4.58	4.10	4.19
<i>Overall averages:</i>	4.54	4.13	4.17

Selection of substantive student comments (slightly edited for clarity, all edits noted with square brackets; a complete, unedited set of comments is available on request):

What are one to three specific things about the course, or the instructor's approach, that especially helped to support your learning?

- I appreciated the general delivery of the course, which was not only very accessible (webcam/microphone usage was not forced or required, time zone differences were taken into account, notes were posted in PowerPoints alongside the lecture videos, etc.) and the instructor was approachable and easy to contact when there were questions about the assignment material. The essay instructions were always very clear and easy to understand, students were generally given a choice of topics to write about rather than just one topic, and the topics were always current and interesting (for instance, there was a choice to write about the Boeing Scandal). Lectures were always easy to hear, and allowed that students could either take their own written notes by hand or just follow along with the pre-provided lecture slides.
- Trystan was a very engaging professor making all of his videos actually worthwhile to watch. He provided so many resources for students from extra reading to writing

strategies, and was also very accommodating when it came to students who were overwhelmed with deadlines.

- The entire course was incredibly well structured and there were very few surprises in terms of course work. Despite the pandemic, I was able to have meaningful discussions with my group, and I felt that my time was respected with the way that the course handled attendance and assignments. This isn't to say that the course was rigid to a fault, either. Early on there was a major schedule shift for group work due dates that was incredibly necessary to accommodate group meeting times. This was implemented quickly and with little issue. Overall the entire course was a joy to take and has been one of the best structured courses I've taken both during online-only sessions and outside of them.

What are one to three specific things about the course, or the instructor's approach, that could be changed to better support your learning?

- I think if he can have synchron[ous] lectures, it will help a lot.
- I found everything in this class helpful. The only thing that I would change is the amount of group work every two weeks. I did not always have group members that participated so sometimes it was a bit much, but they were helpful for learning.
- Smaller tutorial like sessions [should be added] to go over class contents and ensure understanding.
- Give more feedback on the assignments. On the essay assignments, only the rubric was used for feedback. It would be helpful if the markers also made comments about the essay.

Are there distinctive qualities of the instructor's teaching that you would like to highlight that have helped improve your learning experience in this course?

- He is very responsible. Every time I reach out to him for essay suggestions, he reviews my essays and writes lots of inspiring questions for me to think of. My writing improved a lot.
- He seemed like he enjoyed his job. This is such an important trait for an instructor to have, and it showed in his teachings and knowledge of the subject matter. He said "we love reading your essays" which is the first time I've heard a professor say that. It really meant a lot to me because most professors make jokes about how much they hate grading work.
- I really like how you choose to reflect on the course while you were walking outside. It really was quite different and refreshing means of delivering your reflection to students in the course.
- Every lecture was a joy to listen to. The instructor spoke clearly and engagingly and made every unit's series of lectures a joy to watch. This being said, it must also be noted that the structure of the course into bi-weekly units that were easy to digest made learning and participating easier than any other course I've taken.

PHIL 2490 & CSCI 3101 Social, Ethical and Professional Issues in Computer Science, Winter 2020 (sole instructor, face-to-face)

<b>Question (5-point scale)</b>	<b>Instructor Mean</b>	<b>Department Mean (Computer Science)</b>	<b>Department Mean (Philosophy)</b>
The instructor conducted the class / clinical in such a way that I was stimulated to learn.	4.20	4.14	3.92
The instructor organized the class well.	4.08	4.03	4.22
The instructor communicated clearly during the class.	4.28	4.07	4.30
The instructor showed enthusiasm for the subject matter of the class.	4.33	4.32	4.70
The instructor used fair evaluation methods to determine grades.	4.16	4.12	4.29
The instructor provided constructive feedback (considering the class size).	4.04	4.02	4.18
The instructor showed genuine concern for my learning.	4.20	4.00	4.30
The team exercises helped me engage with and understand the course material.	4.04	N/A	N/A
Overall, the instructor was an effective teacher.	4.32	4.02	4.36
<i>Overall averages:</i>	4.20	4.07	4.31

Selection of substantive student comments (slightly edited for clarity, all edits noted with square brackets; a complete, unedited set of comments is available on request):

What did your instructor do that helped your learning in this course or clinical setting?

- I really liked the team-based approach taken for ethics. I was very hesitant at first because I thought I might get put in a weaker group, but everything turned out okay. The lectures were well-prepared and presented. In light of the COVID-19 situation, I feel that the actions taken were very fair and well-justified.
- The team-based learning was unique and I had never experienced a method like that in a university course before. Being in a team helped my understanding of the course material because everyone could share their ideas and opinions. He also had informative slides and gave good details.
- I thought Dr. Goetze did a tremendous job considering it was his first teaching opportunity. He always came prepared and you could tell he put in a lot of work in his presentations and tophat activities. He is very tech savvy and knows his stuff!

Do you have any suggestions for what the instructor could have done differently to further assist you in your learning?

- While I did enjoy the team activities and thought it helped people engage with one another and the material, I may suggest making it worth a bit more so that people are held accountable to their share of work. The questions and analysis questions can be a lot of

work at times which I feel should maybe have some more weight behind them. Other than that, I think it is fair to have the essays and exam worth the most!

- My only complaint is that some of the readings (usually the first of each unit) seemed quite lengthy, with certain parts of them feeling useless when it came to the in-class activities. Other than that, the variety of things to read was great.

Additional comments:

- He was very supportive when all this COVID-19 things came up. I think he showed real concern and made good choices to help us accommodate for it.

## UNIVERSITY OF SHEFFIELD

---

PHI 125 Matters of Life and Death (co-lecturer)

*Note: These questions were solicited by me for training purposes and have no comparison data.*

<b>Question (5-point scale)</b>	<b>Mean</b>
The material was clearly presented in the lectures.	4.7
The material was presented in an organized way in the lectures.	4.6
The instructor delivered the lectures well (eye contact, vocal tone, enthusiasm).	4.7
The material was interesting and useful to me.	4.8
The instructor managed classroom time effectively.	4.7
The instructor encouraged student participation.	4.5
The instructor created an environment that was conducive to learning.	4.7
The instructor respected me and my opinions.	4.7
Overall rating of the instructor.	4.7

Selection of substantive student comments (complete comments available upon request):

- Engaging, humorous, and all together a fantastic lecturer. I look forward to interacting with you again in the future, should the opportunity arise!
- Trystan was a fantastic lecturer, I was beyond impressed by his performance. He was funny, enthusiastic and made incredibly dense and difficult content accessible, clear and interesting. I wish him all the best.
- I was extremely impressed by the quality of Trystan's lectures, particularly with the way he encouraged discussion.

**Sample Syllabus: PHIL 2490 & CSCI 3101 Social, Ethical, and Professional Issues in  
Computer Science (online, asynchronous, taught Fall 2020)**

**CLASS MEETINGS**

---

TERM: Fall 2020

LOCATION: Cyberspace

TIME ZONE: Atlantic (UTC-3:00 before 1 Nov, UTC-4:00 from 1 Nov).

MEETINGS: Asynchronous lectures, online discussions, synchronous weekly streams with the instructor (Fridays, time determined by class poll).

FORMAT: Lecture, online discussion, and individual reading/writing.

LEARNING TECHNOLOGY: All course materials will be hosted on **Brightspace**. The weekly streams will be conducted in **Collaborate Ultra**. See below for information about system requirements.

**INSTRUCTOR**

---

Dr. Trystan Goetze (he/him)

Banting Postdoctoral Fellow Scholar in Philosophy and Assistant Professor of Philosophy & Computer Science

Office: Working remotely

Email: [trystan.goetze@dal.ca](mailto:trystan.goetze@dal.ca)

Office Hours: Weekly stream (via Collaborate Ultra), email, or audio/video/chat by appointment

**TEACHING ASSISTANTS**

---

Lara Millman (she/her)

Email: [REDACTED]

Office Hours: Email or by appointment

Devin Gourley (he/him)

Email: [REDACTED]

Office Hours: Email or by appointment

**COURSE DESCRIPTION**

---

Computers enable people to do things that our present laws and policies were not formulated to cover (hacking, sharing files on the internet, and companies sharing data). In such cases, people need to be able to decide for themselves the best course of action, and defend such decisions. This course aims at developing the ethical reasoning skills and sensitivities that computer professionals will need to make good decisions and to justify them. The course includes a general introduction to ethical theories and their use in making and justifying decisions. We then consider various issues and case studies, illustrating the kinds of problems that can arise from the use and misuse of computers and technology: the responsibilities of computing professionals; ethics on the internet (hacking, computer crime, netiquette); privacy and information; intellectual

property; social and political issues (digital divide, computers and work, the internet as a democratic technology).

Prerequisites: No previous knowledge of computing or of philosophy is assumed. Some familiarity with computers and information technology, philosophical ethics, or argumentative writing would be an advantage.

Exclusions: COMP 3090.03

## LEARNING OUTCOMES

---

By the end of this course, students will:

- In terms of course content:
  - Be able to identify and analyze ethical issues in computer ethics.
  - Have expanded their knowledge of various ethical issues and perspectives on them in computer ethics.
  - Be able to defend and critique specific views and arguments on ethical issues in computer ethics.
  - Understand the importance of professional codes of ethics in the computing and information technology professions, and how to apply them to real-life cases.
  - Understand some of the major theories in philosophical ethics and how to use them in making ethical arguments.
- In terms of transferable skills:
  - Have improved their formal writing skills.
  - Have improved their ability to read and reflect critically on texts in a variety of media.
  - Have improved their ability to work effectively as part of team tasked with solving concrete problems.
  - Have increased their familiarity with business collaboration software.

## ASSESSMENT

---

Your work for this course comprises the following assignments. Because this course fulfills a writing requirement in computer science, and because it is the norm for coursework in philosophy, the majority of your grade depends on written work. **There will be no midterm or final exams.**

ASSIGNMENT	WEIGHT	NOTES
<b>Quizzes</b>	20% (2% × 10)	Quizzes based on weekly readings. Due Fridays.
<b>Discussion Notes</b>	15% (3% × 5)	Short writing done in teams. Due first Friday of each unit after Unit 0.
<b>Discussion Replies</b>	5% (1% × 5)	Brief replies to discussion notes. Due second Tuesday of each unit after Unit 0.
<b>Post-Discussion Reflections</b>	5% (1% × 5)	Survey to fill out post-discussion. Due second Wednesday of each unit after Unit 0.
<b>Peer &amp; Self Evaluations</b>	5% (0% + 5%)	Formative evaluation due Week 6. Summative evaluation due Week 12.



and aggregated before being returned to them. Part of your grade on these evaluations will be based on your level of engagement with the exercise. The midterm peer evaluation is formative; a component of the final peer evaluation will be how well you responded to the areas for improvement identified by your peers in the midterm evaluation. Graded on a rubric by students; professor reserves the right to make adjustments.

### **Essays (25% × 2 = 50%)**

In response to prompts provided several weeks in advance, you will be assigned three 1,000 word essays applying ethical reflection to a problem relating to cybertechnology. Essay 1 (due Week 5) is about applying the ACM Code. Essay 2 (due Week 9) is about making arguments with the ethical theories. Essay 3 (due Week 13) combines both of these approaches. Graded on rubrics with common elements. **Only your best two out of three essays will count towards your final grade.** (If you like, you may consider one essay of your choice to be optional.)

### **Bonus Assignments**

Several other activities will be assigned over the course of the semester. Completing them is optional but strongly encouraged – doing so will earn you bonus marks!

- *Introduction Message (+1%)*. In the first week of the course, you are asked to post a brief message to the general discussion boards introducing yourself to the class. If possible, please produce a short video recording.
- *Team Contract (+1% × 3)*. You and your team are strongly encouraged to discuss your expectations of one another in Week 1. At your option, you may formalize these expectations in a Team Contract. This is an optional bonus activity, which gives you a structure to set your expectations and accountability mechanisms. There will be two reviews of the team contract – once in Week 3, and once in Week 7 – where you will have the opportunity to reflect on how things are going and adjust your expectations as needed.
- *Bonus Discussion (+1% × 2)*. Unit 6 has no required discussion activities, but you may post a discussion note about the ethics of machine learning for bonus marks. You can also earn bonus marks for making a thoughtful reply to another student’s post in this unit.
- *Bonus Reflection (+1%)*. After the final week of classes, you may submit an optional reflection activity about how the course has influenced your thinking and how you will use what you have learned in the future.

### **COURSE TIMETABLE**

---

The following table lists lecture topics, required readings, activities with deadlines, and the amount of progress towards completing the course your submitted work represents. Full details will be posted on Brightspace. It is your responsibility to check this timetable regularly for due dates.

NOTE (29/09/20): In response to student concerns about workload, the deadlines for Discussion Replies and Post-Discussion Reflections have been moved to provide greater flexibility.

NOTE (01/12/20): Deadlines for the End of Term Peer & Self Evaluations and Essay 3 have changed to **18 Dec**.

Unit	Academic Week	Lecture Topics	Readings	Assignments & Due Dates
<b>(0) Introduction</b>	Week 1 (8–13 Sep)	0.0. Introduction to the course 0.1. What is computer ethics? 0.2. Policy vacuums and conceptual muddles 0.3. Socio-technical systems S.0. Using the course website S.1. Plagiarism & academic honesty S.2. Teams & team contracts	• Syllabus • Tavani • Huff	• Introduction message (Fri 11 Sep) • Quiz 0 (Fri 11 Sep) • Team Contract (Sun 13 Sep)
<b>(1) Professional Ethics in Computer Science</b>	Week 2 (14–20 Sep)	1.1. Professions & professional ethics 1.2. Professional ethical failures 1.3. The ACM Code and other ethical codes 1.4. Applying ethical codes S.3. Writing argumentative essays	• New York Times • Cadwalladr & Graham-Harrison • ACM Code • Using the ACM Code	• Quiz 1A (Fri 18 Sep) • Discussion Note 1 (Fri 18 Sep)
	Week 3 (21–27 Sep)	1.5. Professional responsibilities 1.6. Whistle-blowing 1.7. Red Teams	• Gotterbarn • Johnson et al. • Bok • Wood & Duggan	• Discussion Reply 1 (Tues 22 Sep) • Post-Discussion Reflection 1 (Fri 25 Sep) • Quiz 1B (Fri 25 Sep) • Team contract review 1 (Sun 27 Sep)
<b>(2) Philosophical Ethics</b>	Week 4 (28 Sep–4 Oct)	2.1. Why philosophical ethics? 2.2. Resistance to ethical thinking: relativism, egoism, legalism, relativism 2.3. Utilitarianism 2.4 Deontology	• Weston • Abumere • Kranak	• Quiz 2A (Fri 2 Oct) • Discussion Note 2 (Fri 2 Oct)
	Week 5 (5–11 Oct)	2.5. Virtues & vices 2.6. Moral rights 2.7. Foundations, frameworks, lenses	• Giles • Whitbeck & Goetze • Sherwin	• Discussion Reply 2 (Fri 9 Oct) • Quiz 2B (Fri 9 Oct) • Essay 1 (Fri 9 Oct)
<b>(3) Digital Intellectual Property</b>	Week 6 (12–18 Oct)	3.1. What is intellectual property (IP)? 3.2. Philosophical justifications of IP 3.3. Philosophical criticism of IP 3.4. IP and software	• Posner • Chartier • Robinson • Johnson & Miller	• Post-Discussion Reflection 2 (Tue 13 Oct) • Quiz 3A (Fri 16 Oct) • Discussion Note 3 (Fri 16 Oct) • Midterm Peer & Self Evaluation (Sun 18 Oct)
	Week 7 (19–25 Oct)	3.5. Free & open source software 3.6. Piracy & DRM 3.7. Digital IP in Canada	• Stallman • National Research Council • Scassa	• Discussion Reply 3 (Fri 23 Oct) • Quiz 3B (Fri 23 Oct) • Team contract review 2 (Sun 25 Oct)
<b>(4) Privacy &amp; Security</b>	Week 8 (26 Oct–1 Nov)	4.1. What is privacy? 4.2. Value of privacy 4.3. Privacy & democracy 4.4. Privacy law: a brief history	• DeCew • Reiman	• Post-Discussion Reflection 3 (Mon 26 Oct) • Quiz 4A (Fri 30 Oct) • Discussion Note 4 (Fri 30 Oct)
	Week 9 (2–8 Nov)	4.5. Privacy law today: GDPR, PIPEDA 4.6. The ethics of hacking 4.7. Corporate and government data collection	• Wolford • Privacy Commissioner of Canada • Spafford • Garfinkel • Di Cicco	• Discussion Reply 4 (Fri 6 Nov) • Quiz 4B (Fri 6 Nov) • Essay 2 (Fri 6 Nov)
<b>BREAK</b>	9–15 Nov	Fall study break—no course activities.		

<b>(5) Computers and Society</b>	Week 10 (16–22 Nov)	5.1. Digital divides 5.2. Stereotypes, bias, discrimination 5.3. Bias in computer systems 5.4. Algorithms of oppression	• J. Brown • Berghoef • Friedman & Nissenbaum • Noble • Hutson	• Post-Discussion Reflection 4 (Mon 16 Nov) • Quiz 5A (Fri 20 Nov) • Discussion Note 5 (Fri 20 Nov)
	Week 11 (23–29 Nov)	5.5. Computers and the economy 5.6. Digital technologies and social class 5.7. Informing ourselves to death	• Townsend • Carnoy • Postman	• Discussion Reply 5 (Fri 27 Nov) • Quiz 5B (Fri 27 Nov)
<b>(6) Ethics of Machine Learning</b>	Week 12 (30 Nov – 6 Dec)	6.1. What is machine learning? 6.2. Sci-fi issues: robot rights, robot revolutions 6.3. AI as moral decision makers 6.4. AI as social decision makers	• Clark • A. Brown • Benjamin • Kalluri • Coeckelbergh	• Post-Discussion Reflection 5 (Mon 30 Nov) • Quiz 6 (Fri 4 Dec) • Bonus discussion note (Fri 4 Dec)
<b>(7) Reflecting</b>	Double Monday & Exam Period (7–13 Dec)	7.0. Instructor’s reflections on the course	• No readings	• Bonus discussion reply (Tues 8 Dec) • Bonus reflection exercise (Fri 11 Dec) • Essay 3 (Fri 18 Dec) • End-of-Term Peer & Self Evaluation (Fri 18 Dec)

### Other Important Dates

- **7 Sep:** Labour Day – University closed.
- **8 Sep:** First day of classes.
- **18 Sep:** Fees due for fall term, last day to register, last day to add fall term courses, last day to drop courses with a full refund.
- **2 Oct:** Last day to change fall term courses from audit to credit and vice versa, last day to drop fall term courses without a grade of “W.”
- **12 Oct:** Thanksgiving Day – University closed.
- **2 Nov:** Last day to drop fall courses with a grade of “W.”
- **11 Nov:** Remembrance Day – University closed.
- **8 Dec:** Last day of classes (Monday schedule).
- **10–20 Dec:** Fall exam period.

### COURSE MATERIAL

The course material will be delivered through a combination of readings, pre-recorded lectures, and livestreams with the instructor. Students are expected to review all three of these components, though synchronous participation in the livestreams is not required.

### Readings

Philosophy involves a lot of careful close reading of texts, and critical reflection upon the arguments and values expressed therein. In this course, there are multiple readings to prepare each week; on average, this amounts to **about 33 pages per week**, or **about 1–2 hours of reading** (possibly longer for non-native speakers of English). You should also spend some additional time reviewing and taking notes from these readings after viewing their associated lectures and as you write your assignments.

**All readings will be provided on Brightspace; there is no required textbook.** The readings vary from academic research articles to professional articles from computing periodicals to popular magazine pieces. Most lectures have a specific pre-reading associated with them. These readings are required and form the basis of the weekly quizzes. They will also inform your discussion notes and essay assignments. Readings will become available in Brightspace one week before their associated lectures. Supplemental readings will also be provided; these are optional but strongly recommended for further learning about the week's topics.

Students interested in further reading are encouraged to consult the following textbooks as a starting point:

- Deborah G. Johnson and Keith W. Miller, *Computer Ethics*, 4th ed., Prentice Hall (2009).
- Herman Tavani, *Ethics and Technology: Controversies, Questions, and Strategies for Ethical Computing*, 5th ed., Wiley (2015).
- M. David Ermann and Michele S. Shauf, eds., *Computers, Ethics, and Society*, 3rd ed., Oxford University Press (2003).
- Luciano Floridi, ed., *The Cambridge Handbook of Information and Computer Ethics*, Cambridge University Press (2010).

None of these books is required for this course.

### **Lectures**

Each major unit has **7 lectures** (Units 0 and 6 have only 4 lectures each). Each lecture runs approximately **10–30 minutes in length**. The format of these lectures is pre-recorded videos, available on Brightspace via Panopto. Supplemental lectures on writing skills, teamwork skills, providing constructive feedback, and academic integrity will also be available. Lectures will become available on Brightspace the Monday of the week with which they are associated in the course timetable.

### **Livestreams**

Each Friday, at a time to be arranged with the class, the instructor will host a **30-minute synchronous livestream** via Collaborate Ultra. During the livestreams, the instructor will answer students' questions (submitted live or before the stream), discuss assignment instructions, highlight recent computer ethics stories in the news, offer study and writing tips, and spotlight some particularly good submissions to the discussion notes and replies. Students have the opportunity to customize the content the instructor will prepare for these streams by submitting questions through optional surveys available each Wednesday. Attending these streams is not mandatory, but is strongly recommended. They will be recorded and posted to Brightspace the following week.

### **Learning Technology and Minimum System Requirements**

This course will make extensive use of **Brightspace** and **Collaborate Ultra**. Use of these technologies requires a computer or mobile device with an internet connection (preferably high-speed broadband or better) and a modern web browser (preferably Firefox or Chrome). You can find system requirements and other information about these technologies here:

[https://www.dal.ca/academics/online\\_learning/getting-started-.html](https://www.dal.ca/academics/online_learning/getting-started-.html)

Additionally, it is recommended that students choose a preferred messaging platform – such as Discord, WhatsApp, or Signal – to use when communicating with their teammates and peers. It is the student’s responsibility to read, understand, and decide whether to agree to each service’s terms of use and privacy policy.

When connecting to online resources from outside of Canada, students are responsible for ensuring that they are aware of and observing any applicable laws of the country they are connecting from.

While it is recommended that students have a microphone and webcam for communicating with their instructor, TAs, and peers, these devices are not required to take this course or to participate in any synchronous activities.

Not having a stable internet connection or a system with the minimum requirements may impair your ability to engage in course activities. Please contact the instructor as soon as possible if this situation applies to you.

The course material is provided online for your personal education purposes only. Copying or distributing course material outside of the course website may be a violation of copyright law. If you have questions regarding copyright, contact the Copyright Office: [copyright.office@dal.ca](mailto:copyright.office@dal.ca)

### **Writing Support at the University Writing Centre**

Learning to write well contributes to the quality of critical thought, good marks, completion of degrees, and, later, success in the workplace. Now is the time to improve your writing skills. You can visit the Writing Centre online **for assistance with your assignments**. Staff and tutors help you to understand writing expectations and disciplinary writing conventions. Staff with graduate-level experience in philosophical writing are available to assist you.

To book an appointment email [writingcentre@dal.ca](mailto:writingcentre@dal.ca). The Writing Centre is completely online this fall.

In addition, the Centre offers **monthly seminars**. This year the online seminars focus on understanding academic integrity and learning to integrate source material into your writing assignments. Email Dr. Adam Auch for more information.

The Writing Centre, also, provides an online learning tool called the **Academic Integrity Module (AIM)**. Self-register at [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills/academic-integrity-module.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills/academic-integrity-module.html). *New this year online*: after you have completed the AIM, arrange a **follow-up session** to discuss the scenarios more fully. Write to Janice Eddington ([Janice.eddington@dal.ca](mailto:Janice.eddington@dal.ca)) to arrange the session.

Visit the Writing Centre’s **Resource Guide** at <http://dal.ca.libguides.com/writingcentre> for online guidance.

### **COURSE POLICIES**

---

The following policies govern this course. It is your responsibility to read, understand, and follow them; the instructor will do the same. In case of conflict with Department, Faculty, or University Regulations, the Regulations supersede the policies in this syllabus.

## **University Academic Honour Statement**

Academic integrity is a commitment to the values of learning in an academic environment. These values include honesty, trust, fairness, responsibility, and respect (International Center for Academic Integrity, *The Fundamental Values of Academic Integrity*, 2nd ed.). All members of the Dalhousie community must acknowledge that academic integrity is fundamental to the value and credibility of academic work and inquiry. We must seek to uphold academic integrity through our actions and behaviours in all our learning environments, our research, and our service.

## **Culture of Respect in Computer Science**

We believe inclusiveness is fundamental to education. We stand for equality. Disrespectful behaviour – like misogyny – in our classrooms, on our campus and in our community is unacceptable. If you have witnessed inappropriate behaviour, are not sure what is acceptable, are quite sure you heard inappropriate comments but are unsure of what to do, or just need someone to talk to, you may contact Christian Blouin (Professor and Associate Dean, Academic, Computer Science) [cblouin@cs.dal.ca](mailto:cblouin@cs.dal.ca), or Margie Publicover (Faculty of Computer Science Navigator) [margie@cs.dal.ca](mailto:margie@cs.dal.ca). For more information about Culture of Respect in Computer Science: <https://www.dal.ca/faculty/computerscience/about/respect.html>

## **Peer Course Representative**

The Faculty of Computer Science appoints a student representative for each course. The course representative is a point of contact to facilitate and provide more timely feedback mechanisms to instructors and to the Faculty of Computer Science. Additionally, course representatives can assist peers in navigating to the most appropriate support mechanism on campus. You can think of the course representative as “the middle person”; a neutral point of contact for students to use when they don’t feel comfortable addressing an issue with the professor directly.

## **Contacting the Instructor & Teaching Assistants**

The instructor’s primary way of contacting you with messages about the course will be via announcements on Brightspace. You should check the course homepage frequently. Unless it is urgent, these messages will not normally be cross-posted to the class email list. It is recommended that you configure your Brightspace notifications to push course announcements to your email.

To contact the instructor or a TA, please send them an email to the address(es) listed on the first page of this syllabus. Messages with “PHIL 2490” or “CSCI 3101” in the subject line will receive a reply within 2 business days. Please send correspondence about the course only from your Dalhousie email address, to the instructor’s or TAs’ Dalhousie email addresses. Do not contact the instructor or TAs on their phones, at their personal emails, or on social media platforms (unless you are instructed otherwise), and do not use your personal email for messages about the course.

## **Virtual Office Hours**

The instructor and TAs are available for meetings of 10–30 minutes by audio or video call for discussion of course material, deliverables, study skills, writing skills, or general academic inquiries. Send an email to request an appointment.

Every Friday, there will be an optional synchronous livestream with the instructor (see above). You will have the opportunity to submit questions about the material in advance.

### **Requesting Extensions**

Please refer to the Late and Missed Evaluations policy, below, for information about requests for extensions on assigned work. Failure to follow that policy will result in an automatic rejection of your extension request.

### **Grade Appeals**

If you feel that the grade you received on an evaluation was unfair, you may contact the grader to discuss your concerns. If you find the grader's explanation of your grade unsatisfactory, you may contact the instructor to request a re-assessment. The instructor will discuss your concerns with the grader and determine whether any adjustments are warranted. **Do not abuse this privilege.** Appeal only if you are certain you have been treated unfairly and can defend your claim with good reasons. (In practice, I have found that most re-assessments produce the same grade or lower.)

### **Teamwork No-Shows**

Not contributing to team assignments and expecting to get the grade from your teammates' work is unacceptable freeloading and a breach of academic honour and integrity. In the event that members of your teams did not contribute *at all* to specific assignments (or all semester), inform the instructor. Provide some evidence of their non-participation, such as the transcript for your group chat. The instructor will review the evidence and adjust no-show teammates' grades accordingly.

### **Late and Missed Evaluations**

The following policies will govern how extensions and accommodations for late or missed work are handled in this course. They are based on the university regulation "Missed or Late Academic Requirements due to Student Absence," which you should review and understand: [https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university\\_secretariat/policy-repository/Student%20Absence%20Regulation%20\(May%202018\)%20\(3\).pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/Student%20Absence%20Regulation%20(May%202018)%20(3).pdf)

In the absence of extenuating circumstances, the following policies apply for late submission of coursework:

- Late submissions of **reading quizzes** will not be accepted. Missed quizzes will receive a grade of zero.
- Late or missed **discussion notes, discussion replies, or post-discussion reflections** will receive a grade of zero.
- Late or missed **peer and self evaluations** will result in a cumulative –25% penalty (once for missing the formative midterm evaluations, once for missing the end-of-term evaluations) to your grade on the end-of-term peer and self evaluations.
- Late submissions of **essay assignments** will receive a cumulative penalty of –10% to the base grade for each time the clock strikes midnight after the 23:59 deadline, to a

maximum of –30%. After 72 hours, your grade reverts to zero and no late submission will be accepted.

Short-term Absences (first two). If illness or other extenuating circumstances (such as family care duties, personal emergencies, or legal obligations) result in a short-term (three days or shorter) inability to engage with the course activities, you may notify the instructor by email before any deadlines, then complete a **Student Declaration of Absence (SDA) Form** and submit it via the drop box on Brightspace within three days of the end of the absence. This form takes the place of a sick note, and does not require a signature from a medical professional or other authority, nor are you required to divulge confidential information about the nature of your absence. You are responsible for informing your group members of your absence. The form can be downloaded from the following link, or from the Syllabus, Supplemental Lectures, Handouts, and Forms module on the course Brightspace site:

<https://cdn.dal.ca/content/dam/dalhousie/pdf/campuslife/Health%20and%20wellness/FINAL%20Student%20Declaration%20of%20Absence%20Form.pdf>

Upon being notified of your absence, the instructor may suggest an extension or other accommodation, if appropriate. The instructor is not required to offer an extension. If an extension is granted, a second extension will not be granted on the same assignment. Retroactive extensions – i.e. extensions requested *after* the due date – will not be granted without a letter from your Academic Advisor or Program Coordinator supporting the retroactive extension.

The following regulations govern the use of SDA forms:

- You must notify the instructor of the absence before the deadlines of work you will miss.
- You must submit an SDA form no later than three days after the last day of the absence.
- The form may only be used for short-term absences (three days or shorter).
- You may use this form a maximum of two times for this course.
- Submitting the form does not guarantee that you will receive an extension, exemption, or alternative assessment – this is the instructor’s sole discretion.
- A record of this form will be kept on file and will fall under Freedom of Information and Protection of Privacy (FOIOP) regulations.
- Knowingly providing false information or identification on an SDA is an academic offence (misrepresentation), subject to university discipline (per University Regulations and Section 7 of Dalhousie’s Code of Student Conduct).

Third Short-term Absence. You must notify the instructor before any deadlines you will miss, then meet with your Academic Advisor or Program Coordinator to discuss your situation before the instructor will consider making further alternative arrangements. A letter from your Advisor or Coordinator with the Advisor’s or Coordinator’s recommendations will be required before accommodations can be made.

Long-term Absence (first). For an absence longer than three days, you must notify the instructor no later than five days after the last day of the absence. If you will miss any deadlines, again, you must inform the instructor before the work is due. If the absence was caused by a physical or mental health condition, you must supply documentation signed by a primary health care professional. Documentation should indicate the dates and duration of the condition (confidential health information of the exact condition is *not* required), when possible should describe its impact on your ability to fulfill academic requirements, and include any other information the

primary care health professional considers relevant and appropriate. For other kinds of extenuating circumstances resulting in a long-term absence, another kind of official documentation providing similar information is required. The instructor will use this information to determine whether to offer an extension, exemption, or alternative assessment. Again, no special arrangements are guaranteed.

Second Long-term Absence. You must meet with your Advisor or Coordinator to discuss your situation before the instructor will consider making further alternative arrangements. A letter from your Advisor or Coordinator regarding this discussion and the Advisor's or Coordinator's recommendations will be requested.

### **Accessibility & Accommodations**

The following statements are taken from the university's Student Accommodation Policy and the Student Accessibility Centre's guidelines and protocols, which you should review and understand in full:

[https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university\\_secretariat/policy-repository/StudentAccomPolicy\\_rev%20Apr%202019.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAccomPolicy_rev%20Apr%202019.pdf)

<https://cdn.dal.ca/content/dam/dalhousie/pdf/campuslife/student-services/academicsupport/Accessibility/SAC%20Guidelines%20and%20Protocols%20document.pdf>

Students are encouraged to seek accommodation where they believe that they are experiencing a barrier to participation in a University activity, due to a characteristic protected under human rights legislation, which may be reduced or eliminated through accommodation. All requests for accommodation shall be made by the student to the Student Accessibility Centre in accordance with the Procedures and with all Guidelines and Protocols published by the Centre.

Accommodation requests shall be made prior to the University activity in question. There shall be no "after-the-fact" accommodation except in rare circumstances where significant psychological or mental health issues arise coincident with the activity in question. All documentation relating to a request for accommodation, including supporting documentation, shall be treated as strictly confidential, and shall not be disclosed to other persons without the consent of the student requesting the accommodation, except to the extent that such disclosure is necessary for the effective implementation of the accommodation decision or appeal of that decision.

The following could be implemented as part of the student's accessibility plan:

- i. Additional time and quiet space to write quizzes, tests, exams
- ii. Alternate exam formats
- iii. Alternate modes of course delivery or evaluation
- iv. Provision of a note taker or interpreter
- v. Special equipment in classrooms
- vi. Adaptive technology

The Student Accessibility Centre requires a minimum of seven days to fulfill student requests.

### **Plagiarism & Academic Integrity**

Plagiarism is representing the work of others as your own, whether or not you intend to do it. This includes but isn't limited to submitting an assignment written by someone other than you

(whether or not you paid them for it) or copying a work in whole or in part and submitting it as if you wrote it (whether or not the copied text is protected by copyright). I take these and related breaches of academic conduct (such as cheating) extremely seriously. Why? (1) Plagiarism and cheating are types of theft, dishonesty, and fraud – that is to say, they’re unethical. (2) Committing such an offence defeats the whole reason you are here, namely, to learn. (3) Doing so is disrespectful to me, as your teacher, to your peers, who are putting in the effort to succeed honestly, and to the university itself, as an institution of higher learning.

If your circumstances ever reach a point where you are tempted to cheat, or if you simply don’t understand how to follow the rules, I urge you to contact me, a TA, your Academic Advisor, or the appropriate support services (listed in SECTION B, below). Let us help you out! We want you to succeed honestly. Don’t jeopardize your grade or your degree!

**Plagiarism Checking.** By default, your essays will be submitted to the Urkund plagiarism detection tool to compare them with a database of previously created work. At the instructor’s option, your discussion notes and replies may also be sent for processing by Urkund. Reports generated by Urkund will be used by the instructor to identify possible instances of plagiarism or other forms of academic dishonesty. In accordance with the University Policy on Student Submission of Assignments and Use of Originality Checking Software, you may inform the instructor, no later than the Add/Drop date (in Fall 2020, 18 Sep), if you prefer not to have your assignments processed by Urkund, so that the instructor and TAs can prepare alternative means of scrutinizing your work for plagiarism. You should read and understand Urkund’s terms of service, particularly their privacy policy, before submitting your assignments. For more information, visit their website: <https://www.unkund.com/>

**Disciplinary Procedures.** It is your responsibility as a student to read, understand, and follow the university’s regulations governing academic integrity. In addition to the resources listed below in SECTION B, the “Examples of Plagiarism” handout posted to the course web page in Brightspace, and the supplemental lecture “S.1. Plagiarism and Academic Honesty,” it is your responsibility to familiarize yourself with the following guidelines and procedures:

Academic Integrity: [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

Plagiarism and Cheating: [https://www.dal.ca/dept/university\\_secretariat/academic-integrity/plagiarism-cheating.html](https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating.html)

Other Cheating: [https://www.dal.ca/dept/university\\_secretariat/academic-integrity/plagiarism-cheating/other-cheating.html](https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating/other-cheating.html)

Discipline Process and Penalties: [https://www.dal.ca/dept/university\\_secretariat/academic-integrity/plagiarism-cheating/discipline-process.html](https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating/discipline-process.html)

### **Final Grades**

Your final grade will be calculated as a score out of 100, and converted to a letter grade using the following table, adapted from the Dalhousie Grade Scale and Definitions:

[https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html)

A+	A	A–	B+	B	B–	C+	C	C–	D	F
90–100	85–89	80–84	77–79	73–76	70–72	65–69	60–64	55–59	50–54	0–49

Please note that the Faculty of Computer Science requires students with a first major in computer science or applied computer science to achieve a final grade of C or better in required computer science courses.

## SECTION B: UNIVERSITY POLICIES, STATEMENTS, GUIDELINES, AND RESOURCES FOR SUPPORT

---

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate:

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=105&chapterid=6323&loaduserredits=False>

### **University Statements**

**Academic Integrity.** At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Read more:

[http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

**Accessibility.** The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). Read more:

[https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

**Student Code of Conduct.** Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Read more: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html)

**Diversity and Inclusion – Culture of Respect.** Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Read more: <http://www.dal.ca/cultureofrespect.html>

**Recognition of Mi'kmaq Territory.** Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Contact the program at [elders@dal.ca](mailto:elders@dal.ca).

### **University Policies and Programs**

E-Learning website. <http://www.dal.ca/dept/elearning.html>

Important Dates in the Academic Year (including add/drop dates).

[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)

University Grading Practices: Statement of Principles and Procedures.

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)

Scent-Free Program. <http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

### **Learning and Support Resources**

General Academic Support – Advising. Halifax: [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html) • Truro: <https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html>

Fair Dealing Guidelines. <https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>

Dalhousie University Library. <http://libraries.dal.ca>

Indigenous Students. [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

Black Students. [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)

International Students. [https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)

Student Health Services. [https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html)

Counselling. [https://www.dal.ca/campus\\_life/health-and-wellness/frequently-asked-questions-august-2017.html](https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questions-august-2017.html)

Copyright Office. <https://libraries.dal.ca/services/copyright-office.html>

Dalhousie Student Advocacy Services. <http://dsu.ca/dsas>

Dalhousie Ombudsperson. [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)

Writing Centre. [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)

Faculty or Departmental Advising Support: Studying for Success.

[http://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)

## Professional Accreditation (Higher Education Academy)



### Certificate

This is to certify that

**Trystan Goetze**

has achieved the status of

**Associate Fellow**

of The Higher Education Academy

in recognition of attainment against the

**UK Professional Standards Framework** for  
teaching and learning support in higher education.

Recognition reference:

**PR110152**

Date of recognition

**25/07/2016**

**Professor Stephanie Marshall**

Chief Executive

The Higher Education Academy

**Professor Rama Thirunamachandran**

Chairman of the Board of Directors

The Higher Education Academy Board

The Higher Education Academy is a company limited by guarantee registered in England and Wales no. 04931031.

Registered as a charity in England and Wales no. 1101607. Registered as a charity in Scotland no. SC043946.

The Higher Education Academy and its logo are registered trademarks and should not be used without our permission.