



LTA 500

Semester: Fall, 2016

Introduction to the Principles and Applications of Learning Theory

Number of credits: 6

Instructor: Dr. Bernie Potvin
Email: bpotvin@ambrose.edu
Phone: 403-410-2000 ext 5912
Office hours: As available when on campus

Course Description:

The B.Ed. Program includes three (3) graduated and integrated courses in **Learning Theory and Application (LTA)**. For this first of these three courses, you, a pre-service teacher, are introduced to foundational theories of learning and their application to educational practices. Perspective teachers, as 'architects of learning', will learn how to design engaging learning experiences, creating conditions so that diverse learners can maximize their learning. We will refer to 4 categories of conditions: strategies (i.e. plans); logistics (i.e. organization of resources, classrooms, timing of instruction); tactics (i.e. techniques that intellectually and emotionally engage learners); and, relationships (i.e. affirmative relationships with diverse learners). 'Diverse learners', include students with behavioral and social/emotional needs as well as students from various cultural backgrounds, including those who are First Nation, Metis and/or Inuit (FNMI). The course participants will examine the relationships between learning and children's growth and development, human behavior and assessment practices in elementary schools.

The development of practical knowledge, skills and attitudes are stressed throughout the course. Class sessions will provide multiple opportunities to

Important Dates:

First 9 classes:
Fridays, 12:10-3:00 p.m.

September 9, 16, 23, 30,
October 7, 14, 21, 28,
November 4

Remaining classes
Tues. 12:00-3:00 p.m.
Weds. 8:15-11:15 a.m.
Fridays 8:15-11:15

Nov. 7 to Dec. 14

apply learning theory in an integrated fashion to a variety of real-life problems and situations that may be encountered in teaching practice.

Further Course Information:

Guiding Questions for the Program Strand: What do learners actually do when faced with a learning activity, when learning something is a necessity? How can teachers design learning experiences so that what is known about learning and development can indeed be applied to teaching?

Note - In reflecting upon various learning models, there are many that apply to course design. An example of one learning theory used specifically for the design of this course is Linda Lambert's concept of 'constructivist leadership'. I paraphrased her work and have applied it directly to LTA 500 –

For this course, I hope to create an environment where learning is reciprocal, where I am invested in and responsible 'to' your learning while at the same time the expectation is that you will assume a similar responsibility for your own learning. Throughout the course we will co-develop a purpose for learning, and a common vision. The hope is that all of us will develop a clearly articulated set of beliefs about schooling and student learning; that we will construct meaning and knowledge together through dialogue, reflection, inquiry and action. We will work as a community, as a group of people sharing common goals and aspirations for the future, caring for each other in the process¹.

Expected Learning Outcomes:

The goal of this course is to initiate the process of developing pre-service teachers' competencies in applying theories of human development, learning, assessment and curriculum design to teaching practices and course design. They will begin to

¹ Adapted from Davies, B. (2011, P.7). *The Essentials of School Leadership: 2nd Ed.* Los Angeles, Sage Publications.

view themselves as teachers in public school classrooms and their role as ‘architects of learning experiences’.

1. Compare and contrast essential features of major theories of learning.
2. Critically analyze how different learning theories serve as explanations for, and understandings of, learning and behavior.
3. Analyze teaching practices to critically determine how these practices can be adapted in ways that are consistent with learning and developmental theory.
4. Demonstrate the ability to conceptualize learning, behavioral and social/emotional assets and challenges through the application of learning and developmental theories.
5. Based upon learning and developmental theories applied to students’ learning, behavioral, social/emotional and cultural assets/challenges **begin** to formulate effective short-and long-term individual and inclusionary approaches/interventions.

| TQS Competency | TQS Indicators.... | ...aligned with LTA 500 outcome |
|--|--|--|
| <p>Fostering Effective Relationships A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.</p> | <p>Achievement of this competency is demonstrated by indicators such as: acting consistently with fairness, respect and integrity; demonstrating empathy and a genuine caring for others;</p> | <p>...formulate effective short-and long-term individual and inclusionary approaches/interventions.</p> <p>Critically analyze how different learning theories serve as explanations for, and understandings of, learning and behavior.</p> |
| <p>Engaging in Career-Long Learning A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.</p> | <p>Achievement of this competency is demonstrated by indicators such as: collaborating with other teachers to build personal and collective professional capacities and expertise; actively seeking out feedback to enhance teaching practice; building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments; and, seeking, critically</p> | <p>Based upon learning and developmental theories applied to students’ learning, behavioral, social/emotional and cultural assets/challenges begin to formulate effective short-and long-term individual and inclusionary approaches/interventions.</p> |

| | | |
|--|--|--|
| | reviewing and applying educational research to improve practice | |
| <p>Demonstrating a Professional Body of Knowledge</p> <p>A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student</p> | <p>Achievement of this competency is demonstrated by indicators such as: planning and designing learning activities that address the learning outcomes and goals outlined in provincial legislation and programs of study; reflect short, medium and long range planning; incorporate a range of instructional strategies according to the context, content, desired outcomes and the learning needs of students; ensure that all students continuously develop skills in literacy and numeracy; communicate high expectations for all students; foster student understanding of the link between the activity and the intended learning outcomes; are varied, engaging and relevant to students; consider student variables, including: demographics, e.g. age, gender, ethnicity, religion; social and economic factors; maturity; relationships amongst students; prior knowledge and learning; cultural and linguistic background.</p> | <p>Compare and contrast essential features of major theories of learning.</p> <p>Critically analyze how different learning theories serve as explanations for, and understandings of, learning and behavior.</p> <p>The goal of this course is to initiate the process of developing pre-service teachers' competencies in applying theories of human development, learning, assessment and curriculum design to teaching practices and course design.</p> |
| <p>Establishing Inclusive Learning Environments</p> <p>A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.</p> | <p>an understanding of students' backgrounds, prior knowledge and experiences; applying student assessment and evaluation practices that: accurately reflect the learner outcomes within the programs of study; generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences; provide a variety of methods through which students can demonstrate their</p> | <p>Based upon learning and developmental theories applied to students' learning, behavioral, social/emotional and cultural assets/challenges begin to formulate effective short-and long-term individual and inclusionary approaches/interventions.</p> |

| | | | |
|--|---|---|--|
| | <p>achievement of the learning outcomes; provide accurate, constructive and timely feedback on student learning; and support the use of reasoned judgment about the evidence used to determine and report the level of student learning.</p> <p>;</p> | | |
| <p>Applying Foundational Knowledge about First Nations, Métis and Inuit A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.</p> | <p>Achievement of this competency is demonstrated by indicators such as: supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.</p> | <p>Analyze teaching practices to critically determine how these practices can be adapted in ways that are consistent with learning and developmental theory; consider relationships amongst all students, inclusive of their prior knowledge and learning; cultural and linguistic background.</p> | |
| <p>Adhering to Legal Frameworks and Policies A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.</p> | <p>Achievement of this competency is demonstrated by indicators such as: recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.</p> | <p>To actively participate, you, a pre-service teacher, should come to class conversations prepared with critical comments and questions about the assigned pre-readings for the day. An overall learning goal of this course is to provide the opportunities for class members to be actively and creatively involved in their own learning; this requires preparation time as well as courage to speak up when in the Face to Face class as well as when communicating with your group members when working online in Moodle, about a wide array of</p> | |

| | | |
|--|--|--|
| | | <p>questions and issues in class conversations. Additionally, learning to speak confidently in small and large group settings is an important skill to acquire for teaching in schools.</p> |
|--|--|--|

(1) .

Course Participation:

Active participation in the course is essential since ‘constructivist achievement’ of these *Course Goals* and *Intended Learning Outcomes* require analysis, interpretation, and engagement by all learners. To actively participate, you, a pre-service teacher, should **come to class conversations prepared with critical comments and questions** about the assigned pre-readings for the day. An overall learning goal of this course is to provide the opportunities for class members to be actively and creatively involved in their own learning; this requires preparation time as well as **courage to speak up** when in the Face to Face class as well as when communicating with your group members when working online in Moodle, about a wide array of questions and issues in class conversations. Additionally, **learning to speak confidently** in small and large group settings is an important skill to acquire for teaching in schools. “Active engagement” does not necessarily mean talking all the time, but it does require participation in classroom discussions and meaningful connections to texts and concepts under discussion. You will be responsible to evaluate yourself each assignment using the grading rubric provided. I will not override your evaluation unless you fail to meet the requirements of each assignment.

Topical Course Outline:

September 9, 2016

**Direct Instruction/Transmission Perspective
Readings pp 485-488; 131; 345-346; Chapter 10**

September 16, 2016

**Developmental Perspective
Readings pp 23-26; Chapter 3**

September 23, 2016

**Nurturing Perspective
Readings Chapter 13**

September 30, 2016

**Apprenticeship Perspective
Readings p344 (search online for cognitive apprenticeships)**

October 7, 2016
Social Reform Perspective
Readings n/a

Cognitive Development and Language
October 14
Readings Chapter 2 and 5

Personal, Social and Emotional Development
October 21
Readings Chapter 3 (re-read)

Behavioural Views of Learning
October 28
Readings Chapter 7

Cognitive and Complex Cognitive Views of Learning
November 4
Readings Chapters 8 and 9

Social Cognitive Views of Learning
(beginning of November 4-December 14 schedule-3 days a week-Tuesdays, 12:00-3:00 p.m., Wednesdays, 8:15-11:15 a.m., Fridays, 8:15-11:15)
November 7, 9, 11
Readings Chapter 11

Motivation
November 14, 16, 18
Readings Chapter 12

Assessment, Evaluation, Measurement and Reporting of Learning
November 21, 23, 25
Readings Chapter 15

Individual Differences
November 28, 30, December 2
Readings Chapter 4, 6 and 14

Workbook Review and Discussion
December 5, 7, 9

Take Home Examination
December 12, 14

Required Textbook:

Woolfolk, et al (2016). *Educational Psychology*. Toronto, Canada. Pearson/Allyn & Bacon

<https://www.vitalsource.com>

1. Video-Enhanced Pearson eText -- Instant Access -- for Educational Psychology, Sixth Canadian Edition

Woolfolk, Winne & Perry

ISBN-10: 0133933415 • ISBN-13: 9780133933413

©2016 • Website • Live

Online purchase price: \$90.00

Supplementary Textbooks

1. Wiggins, G & McTighe. (2005). *Understanding by design* (Expanded 2nd Ed.). Alexandria, VI: ASCD. ISBN 1-4166-0225-9.
2. Davies. A. (2007). *Making classroom assessment work* (2nd Ed.) Courtney, BC: Connections Publishing. ISBN 978-0-9867851-;
3. Rose, D. & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria, VI: ASCD. IS 87120-599-8.
Free E-version - <http://www.cast.org/teachingeverystudent/ideas/tes/>
4. Potvin, B., Rehn, N., & Peat, D. (2014). *Ten Strategies for Building Community with Technology: A Handbook for Instructional and Program Developers*. Edmonton, AB. Brush Education, Inc. ISBN 978-1-55059-552-9.

Books On Reserve:

These books are on reserve to provide you with some 'core' sources that you could use in the completion of your assignments. They are starting point in your research and readings as you access both print and digital resources.

For Learn Alberta Resources, <http://www.learnalberta.ca/> your username is: LPS31 and Password is 9246.

1. The Publication Manual of the American Psychological Association (6th Ed) (2009).
2. *Focusing on Success: Teaching Students with Attention Deficit/Hyperactivity Disorder*. (2006), Alberta Education. ISBN 0-7785 <http://education.alberta.ca/admin/special/resources/adhd.aspx>
3. *Making a difference: Meeting diverse learning needs with differentiated instruction*. (2009) Alberta Education. ISBN 978-0-77 <http://education.alberta.ca/teachers/resources/cross/making-a-difference.aspx>
4. *Supporting Positive Behavior in Alberta Schools: A school-wide approach*. Alberta Education. ISBN 978-0-7785-6421-8

<http://education.alberta.ca/media/697934/behaviour-complete%20for%20posting.pdf>

5. *Supporting Positive Behavior in Alberta Schools: A classroom approach*. Alberta Education. ISBN 978-0-7785-6422-5
<http://eric.ed.gov/?id=ED502982>
6. *Supporting Positive Behavior in Alberta Schools: An intensive individualized approach*. Alberta Education. ISBN 978-0-7785-6423-2
7. Armstrong, T. (2009). *Multiple Intelligences in the classroom (3rd Ed.)* Alexandria, VI: ASCD. ISBN 978-1-4166-0789-2
8. Reid, R & Lienemann, T. O. (2006). *Strategy Instruction for Students with Learning Disabilities*. New York. The Guilford Press. ISBN 10 1-59385-282-7; ISBN 13 978-1-59385-282-5.
9. Rothstein-Fisch, C. & Trumbull, E. (2008). *Managing diverse classrooms; how to build on students' cultural strengths*. Alexandria, VI: ASCD. ISBN 978-1-4166-0624-6.
10. Curwin, R. L. Mendler, A.N, & Mendler, B. D. (2009). *Discipline with Dignity: New Challenges, New Solutions (3rd Ed.)*. Alexandria, VI: ASCD. ISBN 978-1-4166-0746-5.
11. Thrilling, B & Fadel, C. (2009). *21st Century Skills: Learning for life in our times*. San Francisco, CA. Jossey-Bass. ISBN 978-0-470-47538-6.
12. White, P. F. (2008). *Comprehensive crisis intervention manual*. Victoria, BC: Trafford Publishing. ISBN 978-1-4251-6579-6

Articles and Other Resources

A selection of digital resources and web-links will be posted on the course Moodle site to support your learning and completion of assignments. It is hoped that throughout the course, as students find related articles, videos and other digital resources, that they too will post to the same site to share with the class. This listing of websites provides a starting point for your own professional learning.

Websites

The following websites may be helpful for accessing current and ever-changing information concerning LTA 500 course topics, as may websites recommended to support other education courses.

1. <https://www.iomembership.com> (Intelligence OnLine; membership provided through Ambrose)
 2. <http://www.aac.ab.ca> (Alberta Assessment Consortium; membership provided through Ambrose)
 3. <http://www.cast.org> (Centre for Applied Special Technology)
 4. <http://annedavies.com> (Connections Publishing)
 5. <http://connectionsgroup.ca/members/>
 6. <http://www.aalf.org> (Anytime, Anywhere Learning Foundation)
 7. <http://www.smartbrief.com/index.jsp> (SmartBrief)
 8. <http://education.alberta.ca/admin/technology.aspx> (Technology in Schools, AB Ed.; Tech News)
 9. <http://www.edutopia.org> (Edutopia)
 10. <http://mindshift.kqed.org> (Mind/Shift)
 11. <http://www.edweek.org> (Education Week)
 12. <http://www.iste.org/welcome.aspx> (International Society for Technology in Education)
 13. <http://www.eschoolnews.com> (eSchool News)
 14. <http://www.educatorstechnology.com/>
 15. <http://mashable.com/>
 16. <http://www.middleweb.com/>
 17. <http://www.graphite.org/> (A free service from *Common Sense Media* reviewing apps, games, websites, and digital curricula rated for learning.)
 18. <http://elearningindustry.com/>
 19. <http://www.elearningguild.com/>
 20. <http://www.tes.co.uk/teaching-resources/>
-

Evaluation:

Requirements:

| Assignments | % | Due Dates |
|----------------------------------|-----|---|
| 1. Completed Workbook | 50% | October 15 th , December 12 th |
| 2. Take Home Final Examination | 30% | December 16 th |
| 3. Professionalism/Participation | 20% | Ongoing |
| 4. Portfolio development | n/c | Ongoing |
| | | |

For changes to these assignments, throughout the course, class members will be expected to negotiate with the instructor and come to agreement on what will constitute any or all of their "products" for the course. This is very much part of the process by which professional people take greater responsibility for the evaluation of their professional performance.

Assignment 1: Completed Workbook

The purpose of this assignment is for you to identify and be able to explain the learning theory principles (guiding ideas) and practices that will serve as the foundation for your next two Learning Theory and Application courses and for your Field Experience 600 (January, 2017). Your Workbook will be submitted twice-October 15th and December 12th. The Rubric I will use to grade your Work Book can be found in your Work Book (Appendix B). You may submit your Workbook in hard copy or electronically on the date specified. However, I suggest that you can and should begin to complete your Workbook on Day 1 of the course and should carry on weekly to complete each assignment found in your Workbook. We will take good portions of each class throughout the semester to check in on your responses in your Workbook and give you opportunities to discuss your responses in class with your cohort.

Value-50%

Assignment 2: Take Home Examination

The main purpose of this assignment is to serve for me as a way to assess your learning. A secondary purpose of this assignment is to serve for you a means for assessment as learning. You have an opportunity to engage in an ongoing, iterative and developmental strategy for re-engaging with the foundational concepts of the course, and to do so continuously throughout the course, beginning on Day 1. Because you can begin to complete your Take Home Examination on Day 1 of the course and carry on weekly to complete each question found in your course outline, I suggest that you come to class with completed answers to each question. We will take good portions of each class throughout the semester to check in on your answers and give you opportunities to discuss your answers with your cohort.

Value 30%

Assignment 3: Portfolio/Professionalism/Participation

Portfolio (Pass/Fail-no rubric used to evaluate)

This initial portfolio should include: a) Resume, b) Educational/Teaching Philosophy, c) Rational for the Portfolio, d) Teacher Preparation Background, and e) **Four** performance indicators. These performance indicators (digital artifacts) will illustrate an informed personal description of exemplary practice for the 6 Program Competencies that underpin the Ambrose B. Ed. program. Additional artifacts supporting either the four chosen indicators or others may be included at your discretion. The digital artifacts could include samples of your work (from CDPD 500 or SCMP 500), lesson plan formats, actual lesson plans you designed in CDPD 500, rubrics you develop for LTA 500, inquiry projects you would like to use in your FE 600 classrooms, assessment and evaluation samples, examples of inclusionary practices, appreciative notes from your colleagues (or students in FE 500 schools), and so on. It is expected that your philosophy statement will be informed by reflection on what has been learned during LTA 500 as well as in CDPD 500 and SCMP 500. There are multiple platforms for developing an e-portfolio. Some class time will be dedicated to the demonstration and sampling of some of these platforms.

Professionalism

The following have been chosen as indicators of professionalism: attend class and be on time; inform the instructor when you know you will be not able to attend class, explaining the reason(s); submit assignments on or before the due date; complete the readings; engage in class discussions in a positive and constructive manner; and as much as possible, strive to establish positive, supportive relationships with your peers.

Participation

Participation means to be intellectually engaged in the class and its activities. It does not necessarily mean talking out loud or responding verbally to questions. I will be able to accurately judge your participation through observing your body language, reading your Workbook assignments, meeting with you one on one, from time to time and when required asking you to comment in class on a reading, topic or issue.

Value-20%



| | |
|--|--|
| | |
| | |

Grade Summary:



The relationships amongst percentage, letter grade, grade point weight and descriptive terms are shown in the following table. This course grade is calculated using percentage grade.

| Percentage | Letter Grade | Grade Point Weight | Description |
|------------|--------------|--------------------|--------------|
| 96-100 | A+ | 4.0 | |
| 91-95 | A | 4.0 | Excellent |
| 86-90 | A- | 3.7 | |
| 82-85 | B+ | 3.3 | |
| 75-81 | B | 3.0 | Good |
| 72-74 | B- | 2.7 | |
| 68-71 | C+ | 2.3 | |
| 63-67 | C | 2.0 | Satisfactory |
| 60-62 | C- | 1.7 | |
| 56-59 | D+ | 1.3 | |
| 50-55 | D | 1.0 | Minimal Pass |
| 0-49 | F | | Failure |

Please note that final grades will be available on student registration system. Printed grade sheets are no longer mailed out.

Important Notes:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically enabled activities *unrelated to the class* during a class session. During class, laptops, i-Pads and other hand-held devices should be used for class-related purposes only. The instructor has the right to disallow the student to use the digital device in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final class date unless they have received permission for a "**Course Extension**" from the Registrar's Office. Requests for course extensions must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record. Students are strongly advised to retain this syllabus for their records.

Other

ALIGNMENT OF THE AMBROSE COMPETENCIES TO THE KNOWLEDGE, SKILLS, AND ATTRIBUTES (KSAs)

Course descriptions provide a general indication of content that will be addressed in each course. Courses in the Ambrose Program also give detailed attention to the Knowledge, Skills, and Attributes (KSAs) that apply to all certificated teachers in the Province of Alberta, documented in the *Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta (Ministerial Order #016/97)*.

The KSAs are embodied throughout the Program and aligned to the Ambrose *competencies*. A unique feature of the Ambrose Program is the requirement that all students are formatively and formally assessed and expected to give evidence of ten competencies at the midpoint of each course. Course content in all facets of the Program is connected to the competencies as part of the learning process in the Bachelor of Education Program. In turn, the competencies are aligned, in a selective way, to the KSAs.

KSAs and Course Competencies Emphasized

Note: This table indicates the KSAs and Competencies that are emphasized during this course and is not a cross-reference of KSA to Competency comparison.

| KSAs EMPHASIZED | COMPETENCIES EMPHASIZED |
|---|--|
| <p><i>Teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:</i></p> <p>a) all students can learn, albeit at different rates and</p> | <p>1) Build affirmative relationships with children: <i>Learning theory based understanding regarding contextual variables affecting learning: that all students can learn, albeit at different rates and in</i></p> |

| KSAs EMPHASIZED | COMPETENCIES EMPHASIZED |
|---|--|
| <p>in different ways. b) students' needs for physical, social, cultural and psychological security.</p> | <p>different ways; and, students need for physical, social, cultural and psychological security.</p> |
| <p>c) contextual variables affect teaching and learning: Ambrose education students analyze multiple variables simultaneously, and make reasoned decisions about their teaching practice and students' learning.</p> | <p>2) Apply theories of curriculum, learning, and assessment, to the development of programs:</p> <ul style="list-style-type: none"> • <i>Awareness of societal and cultural understandings</i> children deploy when learning new knowledge, understandings and skills; • <i>Understanding of knowledge representations</i> including propositions, frames of reference, concepts, schemata and worldview in learning; • <i>Transfer of learning</i>, near and far, lateral and vertical, positive and negative; • <i>Executive strategies</i> and the role and influence of <i>meta-cognitive</i>, self-regulatory approaches to learning; and, • <i>Motivation</i> and the causes for learning among diverse individuals and groups. |
| <p>d) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach: Ambrose education students use these documents to inform and direct their planning, instruction and assessment of student progress</p> | <p>3) Build learning communities: Student learning is enhanced through the design of collaborative support services including home and community resources.</p> |
| <p>e) the subject disciplines they teach: Ambrose education students complete a structured program of studies through which they acquire the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools.</p> | <p>4) Design lesson or unit plans utilizing teaching strategies that foster student inquiry.</p> |
| <p>f) the purposes of short, medium and long term range planning: Ambrose education students translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also vary their plans to accommodate the diverse learning, behavioral social/emotional and cultural needs of individuals and groups of students.</p> | <p>5) Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs: <i>Inclusionary</i> instruction, based upon learning theory, so that all learners can meaningfully find personal, multiple entry points into learning experiences and teachers can design and implement multiple ways of assessment for, of and as, learning.</p> |
| <p>g) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning: Ambrose education students develop and implement strategies that create and enhance partnerships among teachers, parents and students.</p> | <p>6) Engage in shared praxis: Class discussions illustrate and demonstrated shared praxis. Ambrose education students come to know or understand something, through deliberate reflection on their actions and behaviors as guided by their instructor. With the instructor's careful guidance, they consider critically how new teacher-introduced information calls into question or not the their actions and reasons for the actions.</p> |
| <p>h) the purposes of student assessment: Ambrose education students design and implement multiple ways of assessment for, of</p> | <p>7) Design and implement programs that incorporate attention to cultural realities and diversities:</p> |

| KSAs EMPHASIZED | COMPETENCIES EMPHASIZED |
|--|---|
| <p>and as, learning.</p> | <p>10) Address the non-academic barriers to learning by applying a variety of management strategies and effective classroom routines: Based upon the application of learning theories as applied to students' learning, behavioral, social/emotional and cultural assets/challenges, Ambrose education students' formulate effective short-and long-term individual and classroom approaches/interventions.</p> |
| <p>i) the functions of teaching/learning technologies: Ambrose education students know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records.</p> | <p>8) Understand critical and creative thinking as essential to learning in all programs: Ambrose education students learn and apply Meta-cognitive instruction, which includes understanding and the explicit application of critical/creative learning/thinking strategies in both learning, and instruction.</p> |