Course ID:	Course Title:	Fall 2020
LTA 500	Introduction to Learning Theory and Application	Prerequisite: N/A
		Credits: 6

Class Information		Instructor Information		Important Dates	
Delivery:	online	**Instructor:**	Kathy Crawford, BEd, MEd, Doctoral Candidate	**First day of classes:**	Wed, Sept 9
Days	**Room**	**Email:**	kcrawford@ambrose.edu Kcrawfofd@education.ambrose.edu	**Last day to add/drop, or change to audit:**	Sun, Sept 20
T, Th	12:30-3:30	**Phone:**	403-210-4000 ext 6908	**Last day to request revised final exam:**	Mon, Nov 2
		Office:	RE 148	**Last day to withdraw from course:**	Fri, Nov 20
		Office Hours:	Online by appointment Thursday	**Last day to apply for coursework extension:**	Mon, Nov 23
				Last day of classes:	Fri, Dec 11

Course Description

An introduction to foundational theories of learning, drawn from cognitive and behavioural sciences, and their application to educational practices. In the first of three courses in the Learning Theory and Application stream, preservice teachers will learn how to design engaging learning experiences, creating conditions so that diverse learners can maximize their learning. The course participants will examine the relationships between learning and children's growth and development, human behavior and assessment practices in elementary schools

The thinking you do in this course is meant to challenge your own beliefs about learning and to broaden your understanding of the theories of learning that have shaped and continue to impact theories of learning, beliefs about students, assessment practices, and the type of knowledge that is privileged through the Program of Studies and teaching practices. You will be required to engage in unlearning and relearning through personal reflections, collaborative work, and through active listening to your peers in a multitude of platforms. This course is designed to introduce you to foundational and contemporary teaching practices and tools, which include reflective writing, online platforms for notetaking and video recordings, as well as participating in and listening to small and large group discussions. You will be required to develop competency with technology in preparation for Field Experience 500. It will be most important to have an open mind, engage with a discipline of noticing, contribute observations and questions, and support each other in your personal and collective professional development.

Teacher Quality Standards Addressed

Students in an introductory level course are expected **to begin to understand and demonstrate** the following Teaching Quality Standards (Alberta Education https://goo.gl/BUwh4j)

2. Demonstrates an ability to reference and consider a Professional Body of Knowledge
A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student

4. Begins to consider a variety of theories that help teachers <u>Establishing Inclusive Learning Environments</u>
   Establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
5. Will begin to demonstrate thoughtful and relevant ways of <u>Applying Foundational Knowledge about First Nations, Métis and Inuit</u>
   Develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
6. Adhering to <u>Legal Frameworks and Policies</u>
   Demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system

Program Requirements:

Requirement	Connected Topics	Content Addressed
Literacy development 12 hours	Developmental Stage Theory Humanist Theory Motivation and Affect Cognitive theory Indigenous Knowledge systems	Reading readiness contextual knowledge, curiosity, multiple literacies Clay and emergent literacy, maturation theory, cognitive development, stage models Story work, Western syntax, BME / IKS syntax, circular
Numeracy development 12 hours	Developmental Stage Theory Humanist theory Motivation and Affect Cognitive Theory Indigenous Knowledge systems	Stage models, C-R-A Math in the world, math play Challenging the notion of being a math person Notions of Discovery; I do, We do, You do Notions of numeracy, time, whole/part, calendars

Expected Learning Outcomes

<u>By the end of LTA 500, Students…</u>
- will be able to identify various learning theories that contribute to traditional and contemporary assumptions of learning
- are expected to analyze learning theories and their identify some of the key implication on conditions that contribute to student learning, task design, and teacher and student assessment of learning
- will be able to access resources - including key Alberta Education documents – and make use of resources in research- and evidence- informed decisions about task design and learner success
- will demonstrate the ability to clearly articulate decisions related to learning task design, including the source of their information
- be able to consider various expectations placed on learners during a learning task sequence and a school day in a variety of classroom cultures and draw connections to Alberta's inclusive education statements
- will demonstrate the ability to engage in reflection and praxis with peers by both contributing and supporting the contributions of others in discussions and collaborative work
- are expected to engage in <u>critical reflection</u> of the implication of learning theories in response to the course content, class discussions, assigned readings, and school observations

Professional Expectations:

- Take ownership of your learning and professional journey.
- Complete all the readings according to the schedule – expect 2-3 hours per week
- Treat your peers as professional colleagues.
- Be mindful of your schedule and time management related to readings and assignment submissions.
- Address issues, conflicts, and differences of opinion promptly and professionally.
- Attend all classes and contribute to discussions, activities, and collaborations on personally meaningful ways.
- Conduct personal business (texting, Facebook/Instagram, online shopping…etc) outside of the classroom.
- Challenge your own assumptions, identify biases, consider other perspectives, and think creatively.
- Go beyond the resources and requirements of the program to begin your own professional development journey (mentor, resource binder, personal ideas journal, library, etc.)

Textbooks

Wood, C. (2015). *Yardsticks: Children in the Classroom Ages 4-14, 4th Ed*. Turner Falls, MA: Center for Responsive Schools.
Optional: Bates, B. (2016). *Learning Theories Simplified*. Los Angeles, CA: SAGE Publishing.

Additional Resources:
Alberta Education Programs of Study (Alberta Education); Making A Difference (Alberta Education)

*You will also be expected to reference and utilize the *Alberta Program of Studies, Making a Difference,* along with any of the numerous publications available from the Alberta Teachers' Association, Alberta Education the Alberta Assessment Consortium, TC[2,], Elder in The Making, and the various learning Consortia in Alberta (Edmonton Regional, Calgary Regional, Argyll Learning, for example).

Course Schedule

Please note that this schedule might require adjustment in response to the ever changing events around us. All communication about changes will come through Moodle and an email from your instructor.

Intro of Topic	Learning Theory Lens	Wonders that guide assumptions of learning, teacher role, tasks, relationships, and assessment.
Topic 1 Sept 8	Learning Theory explored through Developmental Stages	How have we come to frame learning through stages of development, maturity, preparedness?
Topic 2 Sept 21	Learning Theory explored through Empiricist/Behaviorist lenses	How have we come to frame behaviour, shaping behaviour, and designing for targeted behaviour?
Topic 3 Sept 28	Learning Theory explored through Holistic & Humanist lenses	How have we come to consider the student as a curious, active, and knowledgeable learner?
Topic 4 Oct 5	Learning Theory explored through Indigenous Ways of Knowing and Knowledge Systems	How might we understand and invite culturally-diverse knowledge systems with particular attention to Indigenous, (esp. Blackfoot) ways with learners and learning
Topic 5 Oct 12	Learning Theory explored through lenses of Motivation and Affect	How have we come to consider the role of motivation and affect in learning and development, especially related to math?
Active reflection Oct 19-25	*Pausing, reflecting, reviewing concepts*	*Who are you beginning to turn to for guidance and inspiration? What is speaking to you? Troubling you? Not clicking? What considerations contribute to conditions of learning? To assessment of learning? To priorities in the teaching and learning relationship in elementary classrooms?*
Topic 6 Oct 26	Remote/Online learning models	What theories of learning contribute to the design of remote learning?
Topic 7 Nov 2	Understanding the origins and application of taxonomies/hierarchies as models of instruction	How do taxonomies and models of learning, assessment, and well-being communicate values in education?
Topic 8 Nov 16 - Nov 23	Learning Theory explored through Cognitivism and Neuroscience	How are emerging attention to cognitive and neuroscience informing teaching practices and our assumptions of learning?
Topic 10 Nov 30	Opportunities to challenge assumptions of learning via atypical development	How might our thinking about learning, teaching, and assessment be challenged by a better understanding of what we deem neuro-typical/neuro-atypical learners?
Dec 7 Active reflection/ sensemaking	*Active reflection: Pausing, reflecting, reviewing concepts in collaboration with peers and instructor Duoethnography Collaborating, writing*	*What is your understanding of learning theory and the ways teachers design for student learning? What might you carry forward with you as you think about meeting learner needs in contemporary classrooms? How are you beginning to articulate your own*

		philosophy of teaching, and who might I find on your future book shelf?

Please note the following programming dates:
September 26: Spiritual Emphasis Day
October 14: Thanksgiving
October 28: Arts Program Day, attendance required
November 11-15: Fall Break

Requirements:

ASSESSMENT	%	ASSESSMENT TARGET DATE
Assessment #1: Learning Task evaluation	30%	October 15
Assignment #2: Sense-making concept map	30%	November 19
Assessment #3: Duoethnography	40%	Final Submission Dec 10

Assessment #1 *Learning Design:*

Teaching Quality Standard:
Engaging in Career-Long Learning; Demonstrating a Professional Body of Knowledge; Establishing Inclusive Learning Environments; Adhering to Legal Frameworks and Policies.

Rationale
Being able to design learning tasks is essential to meeting diverse learner needs in classrooms. Designing through the lens of a particular learning theory encourages students to explore how various theorists have contributed to our education system and the various pedagogies that shape learning task design. It also requires thoughtful consideration of the alignment between outcome, student participation, teacher delivery, and assessment. A critical examination of a lesson plan is intended to help students identify components of a learning task or lesson and the multitude of ways that designing a learning task is conceptualized in each unique environment as they begin their own practice of developing instructional plans and communicating their plans with partner teachers and university consultants.

Instructions
Students will find a lesson plan/learning task and critique it through the lens on one of the learning theories studied in LTA 500. The critique will include an evaluation of the learning theory that shaped the task design, the components of the lesson, the product, and the alignment of outcome, activities, and task. Ideally the content of the Learning Design should be grounded in the Program of Study, describe the type of learning, reference relevant theorists, and demonstrate application for student learning. Students will also provide an alternate plan for the same task through the lens of one of the other learning theories introduced in class.
The critique and learning design can be shared in Word document or using a visual platform such as Power Point/Google Slides, a poster, an infographic (ie. Canvas), or visual presentation (ie. Prezi, Strikingly, Thinglink).

Assessment: A rubric will be used to evaluate this assignment. As part of the coursework, we will develop this assessment collectively. As part of the coursework, we will develop this assessment collectively.

Assignment #2 *Sense-Making Concept Map:*

Teaching Quality Standard:
Engaging in Career-Long Learning; Demonstrating a Professional Body of Knowledge; Adhering to Legal Frameworks and Policies

Rationale
Understanding how learning theorists and their theories have shaped how we live out teaching, planning, and education in schools can foster a more reflective practice. This task will require students to connect pedagogical questions with practice, learning task design, and assessment to theories that shape teaching decisions. This task is intended to help students reflect on and make connections between theories and practice and think through the various influences that have shaped teaching, learning, and education.

Instructions
Students will construct a concept map of the learning theories studied and the instructional design that flow from the theorists shaping the learning theories. The instructional design includes the guiding questions a teacher would use to shape the learning in their classroom, task design, assessments, student organization, and the conditions for learning. Students are encouraged to think creatively, use visual representations to express their ideas, include references from course and independent readings.

Assessment: A rubric will be used to evaluate this assignment.
Due date: Nov 19

Achievement Indicator	A+	A	A-	B+ or less
Attending to specific theories:				
Each theory attends to the student as learner and student experiences				
Each theory attends to role of teacher and student				
the type of knowledge that is valued is explored				
For each theory at least one theorist and their contribution in addressed				
Connections between theories are being made in a variety of ways				
Connections to field observations are made in authentic ways				
Connections to Program of Studies are made				
Personal connections as reflections /tensions /opportunities etc				

Assignment #3 *Critical Analysis Duoethnography:*

Teaching Quality Standard:
Engaging in Career-Long Learning; Demonstrating a Professional Body of Knowledge; Adhering to Legal Frameworks and Policies

Rationale

Critical thinking, articulating evidence-based practices and finding authentic connections between theory and practice are essential for teacher development and growth. Being able to consider the benefits as well as the challenges of learning theory or pedagogical approach is necessary as you navigate various classroom cultures, partner teacher philosophies, and eventually school vision and mission statements.

Instructions
Students will select two contrasting learning theory perspectives to critically analyze. They will explore the key components of the learning theory by creating an outline of a learning task of a self-selected learning outcome pulled from the program of studies. The learning task will describe the instructional design through the lens of each theory, how students would be expected to develop a skill and demonstrate evidence of learning. The student should provide a well-articulated critique of the overall benefits and challenges of each learning theory. The recommended length of this analysis in 6 pages, to a maximum of 8 pages. Students should include 6 citations to support their analysis. The learning design can be presented as a table or a point form outline but must be supplemented by a valid analysis.

Assessment: A rubric will be used to evaluate the critical analysis link
The assignment will be submitted through Moodle by December 10th at midnight.
Rubric:

Achievement indicator	A+	A	A-	B+	B- or less
The learning theory is accurately represented with references to cornerstone theories/ theorists					
Personal reflection and understanding of the learning theory drives the conversation/ ethnography					
Application of theory to instructional design, valued knowledge, assessments, and role of students/ teachers, and task design					
Critical Thinking is evident throughout the paper					
Written communication is clear in its intention, professionalism and purpose					
Connections to Learning Theory are evident, accurate and applicable					

Please see the achievement criteria section of this syllabus for a detailed descriptions of each letter grade.

Grade Summary:

Resubmissions: students are encouraged to share their assignments with peers for feedback prior to submission, using the rubric to practice reading and assessing using criteria in an assignment. If you want feedback from the instructors, evidence of feedback from a peer **must be included** with a specific request for targeted feedback at least 4 days prior to the due date. A general request for feedback or affirmation is not an adequate request. Resubmissions will be considered, but must be based on the application of feedback, not just the inclusion of feedback. In some cases, this may require the creation of new content to demonstrate the student's independence in the outcome.

A+	Mastery +
A	Mastery
A-	Progressing
B+	Progressing
B to B-	Emerging
C+ to C	Beginning
C- to F	Limited

Assessment – achievement criteria:

A+ (Mastery +): the task has been taken up with complexity, drawing on research, experience, dialogue and conversations with peers and colleagues and demonstrates these various contributions from the past two years of course work. The content of the task demonstrates an insightful vision of learning theory that has resulted in a comprehensive design for inclusion based in diverse learning needs and strengths. There are significant examples of opportunities and resources to meet diverse student needs, with particular attention to the practices a teacher takes up to foster success in its various iterations. There is evidence of critical questioning of the practices and theories that shape learning theory and student experiences in classrooms from multiple perspectives. Where applicable, creativity in thinking is evident, and where necessary attention to detail results in comprehensive plans/resources/communication. Exemplary work does require a significant investment from the student, which is evident in the presentation of the assignment, self-directed research to inform practice, and evidence of working beyond class material and conversations and a willing to ask transformational questions while exploring possible solutions.

A (Mastery): the task has been taken up in a thoughtful and engaging way that demonstrates a strong understanding of the research, one's own experience, dialogue with peers and colleagues, and demonstrates a layered synthesis of knowledge relating to learning theory, diverse needs, and inclusive practices. Examples are accurate and rooted in research and are clearly articulated. Where applicable, creativity and original ideas are included, and where necessary attention to detail and fulfilling requirements are complete. Theories of learning and teacher practices and beliefs are explored in a nuanced way that demonstrate a willingness to critically examine student experiences in one's classroom.

A- (Progressing): *Progressing* indicates that the student attends to the requirements of the assignment, includes research and experience to inform content, and shows evidence of drawing together multiple resources in the work. All outcomes have been met and some are completed very well. There is evidence of critical thinking and the exploration possible tensions between theory, practice, and personally-held beliefs and their impact on all students.

B+(Progressing): the task fulfills the requirements of the assignment. Content discussed in class is included, with adequate engagement with various perspectives or resources. The connections being made to learning, learning design, and student needs reflect common inclusive practices but are limited to prior experiences and personally-held beliefs with little engagement of theory, critical reflection and exploration of the impact on students. The assignments contain ideas that are

reproductions of observations that with some critical thinking or creativity in how they might be modified to address unique contexts, students, or pedagogy.

B to B- (Emerging): the task fulfills the requirements of the assignment but does so on a superficial level. Content discussed in class is included, but there is minimal engagement with various perspectives or resources. The connections being made to learning, learning design, and student needs are superficial and lack meaning in inclusive practices. The assignments contain ideas that are reproductions of observations that lack critical thinking or creativity in how they might be modified to address unique contexts, students, or pedagogy. Adequate evidence of outcomes indicates limited connections between the course content or to one's own experience.

Cs or lower (Beginning) the task has significant areas that are either incomplete, missing, or inaccurate. There is little to no reference to research, experience, or to course content. There is little attention to detail. The student will be required to meet with the instructor to determine gaps in the demonstration of learning and create a plan to reconsider and resubmit evidence of the learning outcomes if the student desires.

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Attendance:
It is the expectation that all students will attend class and be on time. Please inform me if you know you will be away. Students are responsible for their own learning and are required to remain current with all information covered during class and to submit assignments in a timely manner.
Considerations will be made for students who are dealing intimately with COVID-19.

Ambrose University Academic Policies:

Communication
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, they will need to forward all messages from the Ambrose account to another personal account.

Registration
During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.
Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline;** please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw

after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling
Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

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 use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devises in class. The professor has the right to disallow the student to use a laptop 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 (information about an individual that may be used to identify that individual) may be required 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 examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time 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 Registrar's Office in writing and providing the basis for appeal 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. 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 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 acknowledge 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. 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.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:
- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:
- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.