

Course ID: LTA 500	Course Title: Introduction to the Principles and Applications of Learning Theory	Fall 2018
		Prerequisite: NA
		Credits: 6

Class Information		Instructor Information		Important Dates	
Days:	Tues & Thur	Instructor:	Kathy Crawford, BEd, MEd	First day of classes:	Wed, Sept 5
Time:	12-3 pm	Email:	kcrawford@ambrose.edu	Last day to add/drop, or change to audit:	Fri, Oct 5
Room:	RE 132	Phone:	403-410-2000 ext 6908	Last day to request revised exam:	N/A
Lab/ Tutorial:	NA	Office:	RE 148	Last day to withdraw from course:	Tues, Nov 13
		Office Hours:	M 10:00-12:00 by appointment W 12-1 by appointment	Last day to apply for coursework extension:	December 11, 2018
Final Exam:	NA			Last day of classes:	Fri, Dec 15

Important dates:

September 25-26, 2018:	Spiritual Emphasis Days <i>no classes</i>
October 8, 2018:	Thanksgiving, <i>no classes</i>
November 1, 2018 :	Arts Program Day, <i>attendance is required</i>
November 5-9, 2018 :	Reading Week, <i>no classes</i>
Tuesdays/Thursdays 11:15-12:00	Chapel



K Crawford communication:



Ambrose-related resources:

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.

Expected Learning Outcomes

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>)

1. Demonstrates the ability to engage in career long learning

Provide evidence the pre-service teacher engages in collaboration to build expertise and capacity to support student success in inclusive, caring, respectful and safe environments potentially through the critical evaluation of educational research, engaging technology and enhancing understanding student diversity.

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

3. Fostering Effective Relationships

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

4. Begins to consider a variety of theories that help teachers Establishing Inclusive Learning Environments

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 Applying Foundational Knowledge about First Nations, Métis and Inuit

Develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

6. Adhering to Legal Frameworks and Policies

Demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

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.

Submit assignments on time.

Address issues, conflicts, and differences of opinion promptly and professionally.

Attend all classes and contribute to discussions, activities, and collaborations.

Conduct personal business (texting, Facebook/Instagram, phone calls, 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

Bates, B. (2016). *Learning Theories Simplified*. Los Angeles, CA: SAGE Publishing.

Wood, C. (2015). *Yardsticks: Children in the Classroom Ages 4-14, 4th Ed.* Turner Falls, MA: Center for Responsive Schools.

Additional Resources:

[Alberta Education Programs of Study](#) (Alberta Education);

[Making A Difference](#) (Alberta Education);

Course Schedule

Topic 1, Sept 5-22: Learning Theory explored through Developmental Stages

Topic 2, Sept 23-Oct 6: Learning Theory explored through Humanism

Topic 3, Oct 7-13: Learning Theory explored through Behaviorism

Topic 4, Oct 14-27: Learning Theory explored through Motivation and Affect

Topic 5, Oct 28-Nov 3; 11-17: Learning Theory explored through Cognitivism and Neuroicism

Topic 6, Nov 18- Dec 1: Learning Theory explored through Learning Styles and Intelligence Theory

Topic 7, Dec 2-9: Learning Theory explored through Indigenous Ways of Knowing

Topic 8, Dec 10-15: Learning Theory explored through Learning Exceptionalities

Requirements:

ASSESSMENT	%	DUE DATE
Assessment #1: Student Engagement	10%	Ongoing
Assessment #2: Learning Design written Learning Design oral	20% 20%	2A: Nov 1, 2017 2B: November 22, 2017
Assessment #3: Understanding Assigned Readings	20%	Ongoing
Assessment #4: Critical Analysis	30%	Final Submission Dec 10, 2017

Assessment #1 Student Engagement

Teaching Quality Standard:

Engaging in Career-Long Learning; Demonstrating a Professional Body of Knowledge; Fostering Effective Relationships; Establishing Inclusive Learning Environments

Rationale

In preparation for the accountability you are expected to demonstrate in the teaching profession, you will be asked to actively engage in your own learning as well as the learning of others. How you take up your own engagement will depend on how you learn, interact with others, and how you see your role in a collaborative learning community.

There are many ways to engage, so I encourage you to consider how you will meet this assessment in a way that is authentic to who you are and are becoming.

Assessment #2 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. Using consideration of the instructional methods, materials and intended outcomes of a task, students will create a learning design that will demonstrate their understanding of one of the learning theories.

Instructions

Students will create a learning design that encompasses the main points of a learning theory of their choosing that has been discussed in class. The content of the Learning Designs should be grounded in the Program of Study, describe the type of learning, reference relevant theorists, and demonstrate application for student learning.

Written – The written 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). You will receive feedback on your design that should be applied to the Oral presentation of Learning Design #2. These will be submitted via email.

Oral – A second Learning Design will be presented to peers in a 10 minute (firm maximum) oral presentation. Students should prepare a visual for peers, should plan to engage their audience and will need to provide a clear connection to a learning theory of their choosing. Submission: in class or on a video platform such as Flipgrid, dependent on time

Assignment #3 Course Assigned Readings:

Teaching Quality Standard:

Engaging in Career-Long Learning; Demonstrating a Professional Body of Knowledge

Rationale

Teachers are expected to develop a body of knowledge from which sound decisions are made. Sometimes referred to as *KIP* – or *knowledge-in-practice*, this foundational knowledge is used to orient new teachers to the historical, practical, and cultural knowledge that has been used to inform teaching practices, both good and bad. These knowledges connect education and teaching to other disciplines such as psychology, sociology, philosophy, cognitive and neuro- science, literary studies, and ecological knowledge to name a few. It is important that teachers develop a knowledge of the founding theories that may continue to inform teaching practices as well as to weigh emerging theories when reflecting on and making sense of learning theory and application in classrooms today.

Instructions

At various points in the semester, you will be assessed on your knowledge of the content of the readings. The format of the assessments will evolve with the course as students begin to develop an understanding of assessment practices and build a foundational theoretical body of knowledge found in the readings. You are expected to

complete all readings and begin to articulate connections between readings, class discussions, and pedagogical practices that are observed in FE 500.

Assignment #4 Critical Analysis:

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 is 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. The assignment

Assessment: A rubric will be used to evaluate the critical analysis

The assignment will be submitted through Moodle by December 10th at midnight.

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. Assignments are to be submitted on or before the due date. Extensions for assignments will rarely be granted and only for serious medical situations or extenuating circumstances.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	Excellent
A	Good
A-	
B+	Satisfactory
B	
B-	
C+	
C	
C-	
D+	
D	Minimal Pass
F	Failure

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.

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 devices 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.

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