



AMBROSE
UNIVERSITY COLLEGE

FACULTY OF
ARTS & SCIENCE

Ambrose University College

Learning Theory and Application 600

Bernie L. Potvin PhD

September 6th-November 9th, 2012

6 Credit Hours

COURSE DESCRIPTION

This is the second of three (3) graduated and integrated courses in Learning Theory and Application. This course builds onto the initial foundational course in the Learning Theory and Application component of the Bachelor of Education Program. This course will provide opportunity for students to understand more about the specific learning requirements of children and youth in schools (K-8). The specific learning requirements include literacy and numeracy development, transfer of learning, concept formation, being able to engage in learning activities as designed by the teacher inclusive of learning and developmental realities, developmental stages and phases of a child's life, and how technology be integrated into learning in public school classrooms. This course is designed for students to examine a variety of learning theories, models of course and program design in elementary and middle schools, perspectives on designing learning experiences for children and youth and principles of learning relevant to teaching in public school classrooms. Based upon the assumption that the future of K-12 education will include online designed courses and programs this course will include a major focus on technology, including program and course design in online learning environments.

Through examination of ten research-based models of program and course design and analyses of twelve research based "science of learning" principles, students will have an opportunity to grow in their

understanding of their own teaching strengths and challenges, and to consider with others in the course, how to best design and implement effective learning experiences in schools. This course will include student's presentation of a discipline specific program of studies (e.g. mathematics) intended for implementation in schools. This program will be series of learning experiences (set of 5-6 lesson plans) designed according to one or more of the models discussed in the course, the theoretical perspectives regarding designing learning experiences for children and science of learning principles examined in the course.

COURSE GOAL AND INTENDED LEARNING OUTCOMES

GOAL

The main goal of this course is to strengthen the competency of students to apply theories of curriculum, learning and assessment to the development of programs. Integrate their understanding of learning into their practices of program and course design as well as their teaching competencies so that they become more effective architects of learning experiences and teachers in public school classrooms.

INTENDED LEARNING OUTCOMES

Upon completion of this course, participants will be able to:

- Identify selected learning perspectives and principles and describe their application to teaching and facilitation practice in schools;
- Analyze learning perspectives and principles and understand how each inform and strengthen teaching and facilitation competency;
- Develop learning experiences with learner understanding intentionally designed for within the learning experiences;
- Identify and describe current practices as a teacher with its attending assumptions, beliefs, theories and values;
- Determine how perspectives and principles examined in the course confirm/disconfirm your practice and its attending assumptions, beliefs, theories and values;
- Analyze how your current practice in turn affirms/disaffirms the course's perspectives and principles of learning.
- Develop courses and programs of study for children (K-8) that include an online component, in part or whole in online learning environments.

PROGRAM COMPETENCIES

Students will be expected to give evidence of the following competencies:

Competency	Description
1	Build affirmative relationships with children.
2	Apply theories of curriculum, learning, and assessment to the development of programs.
3	Build learning communities.
4	Design teaching and learning scenarios that include inquiry-based learning.
5	Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.
6	Engage in shared praxis.
7	Design and implement programs that incorporate attention to cultural realities and diversities.
8	Understand critical and creative thinking as essential to learning in all programs.
9	Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education Program.
10	Design and develop teaching portfolios, with an emphasis on electronic portfolios.

COURSE TEXTBOOK: HANDOUTS

Ormord, Jeanne Ellis (2008). *Human learning*. New Jersey: Pearson Merrill Prentice Hall

Potvin, B (2011). Don't waste your time teaching in an online environment. *Journal of Research in Higher Education*. Florida: AARBI

Alberta Education (2009). *Setting the Directions*. Edmonton: Alberta Education

COURSE OUTLINE: Topics

For each topic of the course, the instructor will post a brief introductory statement to identify and clarify the topic's main propositions, concepts and assumptions regarding learning and teaching. For each topic, students will provide a written initial response that draws from their previous teaching practices, feedback to their group members regarding their group member's initial response and a final considered response regarding the topic.

- Topic 1: Week 1 Transmission Model/Nurturing Model-(Mathematics/numeracy)
- Topic 2: Week 2 Principles of Learning: Part 1
- Topic 3: Week 3 Guided Discovery Model/Projects (Social Studies/Science)
- Topic 4: Week 4 Principles of Learning: Part II
- Topic 5: Week 5 Insight generating Model/Training Model (ELA/Physical Education)
- Topic 6: Week 6 Principles of Learning: Part III
- Topic 7: Week 7 Shared Praxis Model/Apprenticeship Model (Religious Education/
- Topic 8: Week 8 Case Study Model/ Inquiry Model (Fine Arts)/Principles of Learning
- Topic 9: Week 9: Presentations of programs

ACADEMIC REQUIREMENTS

1. Teacher Professional Growth Plan Statement

Describe your current **Teacher Professional Growth Plan**. Write your plan in a statement in **two pages (double spaced)** that describes:

- Who are you as a teacher;
- What you stand for (as a teacher);
- What you would like to be known as, by those who learn from you in a public school classroom.

- Why? How have you come to this 'mission' statement?
- What will you do this year to develop the competencies required of a successful first year teacher?
- What evidences do you feel you can present to me (professor) that confirm your achievement of the competencies (above)?

September 15th-10%

2. Each student will work with a partner to lead the discussion on one of the course's topics. Your leadership of the discussion (30 minutes in total) must include
 - One (1) relevant piece of information (research, concept, best practices....) drawn from either Ormrod's text or from the Course Handouts
 - One (1) proposal for the class to consider regarding their considered response for the week and topic in question
 - One (1) insight regarding children and learning
 - One (1) suggestion for professional practice (designing experiences, creating conditions, organizing resources for children's learning in classrooms)

Beginning September 29th-(schedule and topics to be determined in class) 20%

3. Course/Program Design

Each participant will design a ten page (or equivalent) program for possible use in their school in FE 700. Students will be expected to submit drafts of their work on the program on a regular basis throughout the course, and receive feedback from peers and instructor regarding the program and its development. Submission of drafts of the program will be submitted into Moodle in the Group section. The program will be presented in three parts:

- Course/program description of goals, objectives, rationale, materials/resources required, statements of course/program themes or content, instructional strategies chosen to deliver the content and assessment procedures chosen to gather information to determine if your course/program has been effective;-6-8 pages

- Clear identification of how your course/program is based on at least two of the models examined this week in this course; 1-2 pages
- Clear identification, in writing in the actual course/program, where at least six principles of learning have been deliberately considered in the design of the course/program. 1-2 pages
- Integration of technology evidenced in the program. You may include some part of your program designed into an online learning environment, one which allows children to access your program as designed from a distance (at home or from a location away from the classroom) or through blended (combined face to face and online) means.
- Description of how your program is inclusive of all learners? This important statement must be specific, indicated measurable outcomes, be achievable and shown to be achievable, be realistic (and while your choice of inclusion practice in your design must be theoretically based and conceptually sound, the practice you design must be shown to realistic and above all truly inclusive). You should refer to specific learning, developmental and behavioral examples.
- A set of rubrics you propose could be used to evaluate your program

November 2nd-30%

4. External Review of Course/Program

Each student will arrange for an external review of their course/program. The review is to be undertaken by a peer in the class, a mentor or current or retired educator. The review should be **one page** or equivalent. Each student is required to submit the review; the reviewer provides the review information to each student who in turn writes and submits the review.

In addition, each participant is to submit a **two page** Reflection Paper that answers three questions:

- In my program, what emerged as my main idea about designing and delivering programs of studies designed so that all children learn and enjoy learning in public school classrooms;
- On the basis of the external review, what now is my main conclusion regarding designing programs;
- What remains fuzzy for me regarding learning and designing learning programs.

November 6th-10%

5. Postings

Each student must post for **each** of the course's topics, each week, the following:

- One Initial Response
- One Considered Response

Completed by November 10th-30%