



Understanding and Application of Learning Theory to Educational Practices

LTA 600 (6 credits)

Fall 2013

Instructor

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Course Description

Students will study a variety of educational practices and their underlying assumptions about learning evidenced in schools, community workplaces, and international settings. Students will examine educational practices in various settings, the learning theory basis for practices, curriculum design and program development, and the range of approaches for designing instructional plans. Students will apply learning theory to instructional design, drawing from critical analyses of educational practices, creative-thinking approaches, and contextual realities (FE 600).

Prerequisite

LTA 500

Class Times

Tuesdays	1:00 pm – 2:30 pm
Wednesdays	8.15 am – 11.15 am
Thursdays	1:00 pm – 2:30 pm
Fridays	8.15 am – 11.15 am

Attendance is compulsory.

Learning Outcomes

At the end of this course, students will be able to:

- Reflect on practicum and identify key learning and questions.

- Connect learning theories to experiences in the classroom.
- Develop a professional growth plan.
- Explain the following constructs: intelligence; expertise; competency; and understanding.
- Explain the many facets of reading.
- Develop strategies for teaching and encouraging reading.
- Explain executive functioning and how it affects learning.
- Identify strategies that improve executive functioning and self-regulation for students.
- Differentiate different instructional strategies.
- Anticipate the variables that exist during classroom lessons and prepare strategies around them (giving instructions, maintaining attention, teaching active listening).
- Design lessons and units from the Program of Studies that support learning for all students by incorporating technology, assessment and classroom management.

Course Texts

Kaufman, C. (2010). *Executive Function in the Classroom. Practical Strategies for Improving Performance and Enhancing Skills for All Students*. Baltimore, MD: Paul H Brookes Publishing Co.

Ormrod, J.E. (2008). *Human Learning* (5th Edition). New Jersey: Pearson Education Inc.

Other Readings and Recommended Resources

All other readings will be provided on Moodle and in class.

You will also be expected to reference the *Alberta Program of Studies, Understanding by Design* (Wiggins and McTighe, 2005), *Classroom Assessment Techniques* (Cross and d'Angelo, 1993), and any other texts that used in this program.

Course Topics

10 Ambrose Bachelor of Education Competencies

LTA 600 will help students continue to develop the 10 competencies in the following ways:

1	Build affirmative relationships with children.	☞	Through study of executive functioning, you will gain greater insight into the challenges that students face in the classroom and be able to support them in their learning. You will also study nurturing and self-efficacy.
2	Apply theories of curriculum, learning, and assessment to the development of programs.	☞	You will be completing lesson plans and a unit plan with a particular emphasis on assessment and theories of learning.
3	Build learning communities	☞	You will be placed in a learning community and be required to lead a group discussion/tutorial. Additionally, there will be purposeful opportunities to reach out to your mentor teacher.
4	Design lesson or unit plans utilizing teaching strategies that foster student inquiry.	☞	LTA 600 will build on the study of inquiry from CDPD 600 and you will be expected to incorporate principles of inquiry into your unit plan.
5	Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.	☞	LTA 600 has a strong focus on executive functioning and the strategies required to support struggling learners in your classroom.
6	Engage in shared praxis.	☞	Throughout LTA 600 you will be asked to reflect on your recent practicum with your peers.
7	Design and implement programs that incorporate attention to cultural realities and diversities.	☞	You will be asked to consider how children from different cultures might respond to the various instructional strategies.
8	Understand critical and creative thinking as essential to learning in all programs.	☞	LTA 600 will build on the study of critical and creative thinking from CDPD 600 and you will be expected give opportunities for students to develop this thinking into your unit plan.
9	Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education program.	☞	A high degree of professionalism is expected in this course, particularly in regards to attendance, punctuality, assignment deadlines, and participation in the learning community.
10	Address the non-academic barriers to learning by applying a variety of management strategies and effective classroom routines.	☞	Through study of executive functioning, you will gain greater insight into the challenges that students face in the classroom and be able to anticipate and mediate behavioural issues.

Assessment

Assignments	%	Due Date
Professional Growth Plan	P/F	Monday 9 September
Learning Theory Concept Map	10	Tuesday 17 September
Research Paper	20	Monday 7 October
Lesson Plan to Support Executive Function	20	Monday 21 October
Unit Plan for FE 700 and Presentation	40	Week 10
Professionalism	10	On-going

All assignments must be completed for a passing grade.

Assignment Details

Assignment 1 – Professional Growth Plan (P/F)

Rationale

It is an ATA requirement for teachers to maintain a professional growth plan.

“Teachers have a professional responsibility to keep abreast of new developments in education and to continue to develop their professional practice. In Alberta, every teacher employed by a school system must develop and implement an annual plan for professional growth that outlines the professional development activities the teacher intends to undertake in that year.”

(Alberta Teachers Association, 2013)

This is a personal document but it is often discussed with your principal during annual one-on-one meetings. It requires you to be reflective on your practice and purposeful in your development. As a pre-service teacher, it probably feels overwhelming to pinpoint three or four goals to focus on, but it is a good exercise nonetheless. It is also a great artifact to include in your professional e-portfolio.

Instructions

Using an established framework of your choice, reflect on your FE 600 practicum to create a professional development plan for the next two years. Think about what is required for your success in FE 700 and also your first year of teaching.

Use the resources on the ATA website as a guide: www.teachers.ab.ca. You find them in the <Professional Development> section which is under the <Member> tab.

Additional frameworks include:

James Stronge’s Qualities of Effective Teaching (located on Moodle)

CEA Framework for Teaching (located on Moodle)

Ambrose BEd 10 competencies

Teaching as Leadership <http://www.teachingasleadership.org/>

Assessment 1 Rubric

This is a pass/fail assignment. It needs to be formatted professionally. Your professional growth plan should have 3-5 goals and include the following sub-headings (at a minimum):

- Goal (written in active voice with a high level verb at the beginning)
- Evidence of Success
- Timeline
- Strategies for achieving goal (including what assistance and support is required).

Assignment 2 – Learning Theory Concept Map (10%)

Rationale

LTA 600 continues to build on the foundational level of LTA 500 by challenging you to identify “theories in action” from your practicum. This assignment will allow you to review the common theories of learning and create a visual to conceptualize them. This is an activity that will appeal to the visual learners in the group. For those of who are more linguistically inclined....you will get your chance to write a research essay next!

Instructions

You may do this assignment on your own or with a partner. You will produce a visual representation (concept map, infographic, digital poster, Powerpoint, Prezi....etc.). Even though this is a visual representation, it must have sufficient detail to show me that you can differentiate the key theories and theorists, what those theories look like in the classroom, and how you experienced those theories in action during your practicum. You are also recommended to show where theories overlap or build on one another.

Assessment 2 Rubric

	Max. 5 marks	
Accuracy and detail of learning theories		5 marks = Outstanding. You have exceeded the minimum expectations of this assignment. 4-4.5 marks = You have met the expectations of this assignment and demonstrated your competency at this objective.
Visual representation of learning theories		3-3.5 marks = Satisfactory 0-2.5 = Below expected standard.

Assignment 3 – Research Paper (20%)

Rationale

As teachers, we are in the business of learning. But, what does learning look like? How do we know when students have become successful learners? We use the terms understanding, expertise, intelligence and competency often but they are abstract concepts and often difficult to define. This research assignment will give you an opportunity to explore one of these topics in detail and conceptualize it within the world of classroom teaching.

Instructions

Choose one of the following questions to research. You may rephrase the question if you like. You are to conduct a literature review of the topic and prepare an essay that answers this question (or a question of your choice).

What is “understanding”?

What distinguishes novice from expert performance?

What is “intelligence”?

What is “competency-based learning” and can you measure varying degrees of competency?

The requirements of your research paper/essay are:

- It must be framed by a question.
- Among the literature you use, at least three (3) citations must be from peer reviewed journals.
- Written in active voice.
- Apply the theory to the classroom
- 1200-1500 words. DO NOT write over the word limit.
- Formatted and referenced according to APA. Please check the internet for guidelines.

Assessment 3 Rubric

	Excellent	Good	Satisfactory	Unacceptable
Purpose (3 marks)	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The purpose or argument is generally unclear.
Content (10 marks)	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights. The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights. The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights. In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed. The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Use of references (3 marks)	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas.	References are seldom cited to support statements.
Quality of Writing (2 marks)	The writing is compelling. It hooks the reader and sustains interest throughout. The tone is consistently professional and appropriate for an academic research paper. The writing is free or almost free of errors.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention. The tone is generally professional. For the most part, it is appropriate for an academic research paper. There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest. The tone is not consistently professional or appropriate for an academic research paper. The writing has many errors, and the reader is distracted by them.	The writing has little personality. The reader quickly loses interest and stops reading. The tone is unprofessional. It is not appropriate for an academic research paper. There are so many errors that meaning is obscured. The reader is confused and stops reading.
APA (2 marks)	APA format is used accurately and consistently in the paper and on the "References" page.	APA format is used with minor errors.	There are frequent errors in APA format.	Format of the document is not recognizable as APA.

Assignment 4 – Lesson Plan (20%)

Rationale

When designing a lesson, there is more to consider than just objectives, classroom management, instructional strategy, content, and assessment. From your FE 600 experience, you know that there are many other variables that need anticipating and mitigating. You need to set up the learning environment in a way that best supports the one thing you cannot really control: student executive function. As teachers, we have the responsibility to help students learn strategies for self-initiation, restraint, thinking, attention, planning and organizing, managing time, and using their memory. The best way to do that is to integrate those strategies into everyday classroom activities and lessons. This assignment will give you a chance to apply what you have learned in the group tutorials by designing a lesson plan that explicitly supports executive function.

Instructions

Choose a grade level and subject from the four core areas (math, ELA, science or social studies). Build a 45-60 minute **detailed** lesson plan that includes at least some direct instruction or delivery of instructions to the whole group, and some independent working time for the students. You may use a lesson plan template of your choice.

Your lesson plan must provide evidence of:

- The objective of the lesson and how it fits within the Alberta Program of Studies.
- How you will address at least 8 of the 13 executive skills that Kaufman (2010) lists in his book (pp. 3-8)
- Any worksheets, templates or guides you will provide the students.
- A detailed timeline that reflects what students can achieve in that time frame.

You may wish to identify a couple of students that struggle with particular areas of executive functioning and what you will do to accommodate them, or you may provide supports that work for the entire class.

Assessment 4 Rubric

Evidence of strategies in place to support specific executive functioning skills.	Effective (18-20 marks)	Satisfactory (16-17 marks)	Needs improvement (≤ 15 marks)
Lesson Plan Framework (objectives, POS connection, content, timing, transitions, resources required, formative assessment, timing...etc)	Detailed, comprehensive, logical (7-8 marks)	Approaching excellence. Some more detail required. (6 marks)	Needs improvement (≤ 5 marks)
Overall presentation and layout	Professionally presented lesson plan (2 marks)	Lesson plan is usable, but the presentation could be improved (1 mark)	No acceptable

Assignment 5 – Unit Plan and Presentation (40%)

Rationale

Planning for instruction takes practice and time. This assignment will provide you another opportunity to practice designing an entire unit for delivery in an elementary or middle school classroom. You will also be given the opportunity to present your plan to your peers in an engaging and concise oral presentation. This is great interview practice! This assignment also provides a building block for the year plan you will do for your exit thesis next semester. Your unit plan must reflect your developing philosophy of education, your understanding of learning theory, and your ability to design inclusive activities and assessment. Hopefully, you will be able to use this unit plan in your upcoming FE 700 practicum.

Instructions

You are required to design a unit plan that guides your instruction of one core subject (Math, Social Studies, Science or Language Arts) taught over a one month period. Your plan must show some cross-curricula integration.

You may select the grade level and context, but I suggest you choose something you can use in your practicum.

As an 'architect of learning experiences', you must demonstrate your ability to design a learning environment that aligns with Alberta Program of Studies, accommodates a diverse range of student learning needs, incorporates cross-curriculum connections, inquiry, home and school relationships, cultural considerations, learning/thinking strategy instruction, assessment processes, explicit instructional models, and the use of technology. There should also be evidence of strategies to support executive function.

You may use a template of your choice.

Your plan must include

- Outline of the chosen context
- Summary of the outcomes and objectives (KSAs), indicating cross-curricula connections
- Key activities for learning
- Timelines
- Resources
- Choice of instructional approach(es)
- Avenues to connect with home and school
- Strategies to differentiate for diverse pupil needs
- Strategies for supporting executive function
- Preferred physical layout of the classroom
- Assessment (for, of and as learning; formative and summative)

You will also need to present your unit plan to your peers during the last week of classes. This presentation should be engaging, concise, and creative. You will have 10-15 minutes to highlight the parts of your unit plan that showcase who you are as a teacher.

Assessment 5 Rubric

		Outstanding	Meets standard	Needs improvement	Incomplete
Purpose	The outcomes/goals are clear and they align with the Alberta Program of Studies.	3	2	1	0
Assessment	Assessment for learning (formative) and assessment of learning (summative) is explicit.	5	4	< 3	0
Universal Design of Learning	Accommodations/supports for inclusion are clear.	5	4	< 3	0
Learning Activities	The activities align with the goals, scaffold the learning for students, are sequenced logically, and are developmentally appropriate. There is opportunity to connect home, school and community.	8	7	≤ 6	0
High-level thinking	The students are given opportunity to inquire, be creative, solve problems, and think critically, rather than just acquire new information.	5	4	< 3	0
Cross-curricula	Cross-curricula integration is seamless.	3	2	1	0
Layout	The unit plan is presented professionally. A clear timeline and list of resources are given.	3	2	1	n/a
Oral Presentation	Engaging, succinct, to-the-point, highlights the key parts of the unit plan, organized and practiced, effectively presented using technological supports as necessary.	8	7	≤ 6	n/a
TOTAL MARKS = 40					

Professionalism (10%)

Rationale

Competency #9 - Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education program.

Instructions

Attend class and be on time. Please inform me if you know you will be away. Submit assignments on or before the due date. Complete the readings. Engage in class discussions and contribute to online forums. Act in the same manner that would be expected of you in the profession of teaching.

Assessment Rubric

	Exemplary	Almost always	Below expected
Attend class and be on time (unless medical note)	5	3-4	0-2
Submit assignments on time (unless medical note)	5	3-4	0-2
Complete the readings	2	1	0
Engage in class discussion and online forums	2	1	0
Lead and contribute to group tutorials	5	3-4	0-2

In addition to preparing you to teach the Ambrose B.Ed. Program is designed to prepare you for the hiring process following graduation by building the skills for both presentations and position interviews. One of the ways for you, as prospective teachers, to 'stand out' from the crowd is through the development and presentation of an e-portfolio. An e-portfolio is, therefore, a graduate requirement of the Bachelor of Education program due in your final semester of study. Each course provides opportunity to build this living document that includes elements such as a resume, teaching philosophy, and documented work with children. In LTA 600 you will have the opportunity to build a **professional growth plan, resume, a sample lesson and unit plan, and to practice your presentation skills.**

Grading

The available letters for course grades are as follows:

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

Important Notes from Ambrose

It is the responsibility of all students to become familiar with and adhere to Ambrose Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue.

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

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.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of the course 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 and other hand-held devices should be used for class-related purposes only. The professor has the right to disallow a student to use their hand-held devices 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.

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 appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

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 and the Student Handbook 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.

Attachment 1 - Schedule

		Readings	Assignment Deadlines	Tuesday (1.5 hr)	Wednesday (3 hr)	Thursday (1.5 hr)	Friday (3 hr)
1	Sept 2	Kaufman Ch. 1-2		Orientation	Introduction to LTA 600	Learning Theories	Community Building
2	Sept 9	Kaufman Ch. 1-2	Mon 9 Sept Professional Growth Plan	Group Tutorial #1	Understanding, expertise, intelligence, competency	Concept theory	Thinking about learning in three stages
3	Sept 16	Kaufman Ch. 3-4	Tue 17 Sept Learning Theory Visual	Teaching Reading	Teaching Reading	Group Tutorial #2	Teaching Reading
4	Sept 23	Kaufman Ch. 5-6		Teaching Reading	Spiritual Emphasis Days	Spiritual Emphasis Days	A look back at inquiry
5	Sept 30	Kaufman Ch. 7-8		Supporting Transmission	Group Tutorial #3 and Independent Research	Supporting Transmission	Supporting Transmission
				Incorporating inquiry, technology, feedback, assessment and inclusion.			
				Curricula Focus: Giving instructions, Math			
6	Oct 7	Kaufman Ch. 9-10	Mon 7 Oct Research Paper	Group Tutorial #4	Nurturing, Insight, and Self Efficacy	Nurturing, Insight, and Self Efficacy	Nurturing, Insight, and Self Efficacy
				Incorporating inquiry, technology, feedback, assessment and inclusion.			
				Curricula Focus: Arts, Writing, Social Studies			
7	Oct 14	Kaufman Ch. 9-10		Guided Discovery and Scaffolding	Guided Discovery and Scaffolding	Group Tutorial #5	Guided Discovery and Scaffolding
				Incorporating inquiry, technology, feedback, assessment and inclusion.			
				Curricula Focus: Science, Math			
8	Oct 21		Mon 21 Oct Lesson Plan (EF)	Final Assignment support	Problem-based learning and Case Studies	Problem-based learning and Case Studies	Problem-based learning and Case Studies
				Incorporating inquiry, technology, feedback, assessment and inclusion.			
				Curricula Focus: Social Studies, Community Building			
9	Oct 28			Rote learning, Automaticity, Skill development	Rote learning, Automaticity, Skill development	Rote learning, Automaticity, Skill development	Rote learning, Automaticity, Skill development
				Incorporating inquiry, technology, feedback, assessment and inclusion.			
				Curricula Focus: PE, Organization, Math			
10	Nov 4		Week 10 Unit Plan and Presentations	Presentations (3)	Presentations (9)	Presentations (3)	Preparation for FE 700

Attachment 2 – Group Tutorials

LTA 600 – Group Tutorials

There are five group tutorials in LTA 600. These tutorials will work much like a book study, with the text, “Executive Function in the Classroom” (Kaufman, 2010). You will be placed in three groups of five and each week there will be a discussion leader assigned.

Responsibilities of the group members

- Read the assigned chapters.
- Participate in group discussion and any activities designed by your group leader.

Responsibilities of the discussion leader

- Read the assigned chapters.
- Lead the group discussion for 90 minutes using the corresponding chapter questions.
- Contribute at least one critical question or activity of your own
- Capture/document the discussion in a format of your choice and load it to Moodle within 24 hours.

Group 1	Group 2	Group 3
Katie	Kirsten	Casey
Danny	Kelly	Jyvanie
Rob	Laura B	Collin
Lindsey	Angela	Mary
Laura F	Jordan	Chris

Tutorial dates

Tuesday 10 September (Chapters 1-2)

Thursday 19 September (Chapter 3-4)

Wednesday 2 October (Chapters 5-6)

Tuesday 8 October (Chapters 7-8)

Thursday 17 October (Chapters 9-10)

LTA 600 - Understanding by Design

What I assume you know:

- Key theories of learning. (Ormrod, chapter 3-6)
- Foundational understanding of cognition and memory. (Ormrod, chapters 7-10)
- Developmental stages of cognition. (Ormrod, chapter 11)
- Theories of motivation. (Ormrod, chapter 15)
- Common learning disabilities in the classroom.
- Considerations for FNMI students.
- Foundational understanding of inquiry, assessment, unit planning, and technology integration.

Essential Questions

Can you “see” learning?
To what degree do children learn differently, the same?
How do you design a learning environment to take into consideration all the variables?
How do you support struggling readers?

Essential Understandings

1. Reading is the most important skill you will teach and support in the elementary classroom
2. Executive functioning is a human capacity that allows us to exhibit restraint, initiation and order. It must be supported in children through instructional strategies.
3. Inquiry, technology, inclusion and feedback should permeate all our instructional strategies and all content areas.

At the end of this course, you will know:

- The concept of self-efficacy.
- What is executive function.
- How to integrate inquiry into everyday lessons.
- How to support struggling readers.
- How to describe expertise, intelligence, competency and understanding.

At the end of this course, you will be able to:

- Design a lesson that includes strategies to support executive function.
- Design a unit plan that integrates inquiry, technology and assessment to any instructional strategy and can be used on FE 700.
- Plan a reading program for your classroom.

How will you....?		
Acquire	Construct Meaning	Practice Transfer
Direct instruction/lecture Reading of text and articles Independent research	Shared praxis Online discussion Group tutorials Write an essay/research paper	Building lessons and unit plans Presentation

	Module	Objectives	Evidence (F) Formative (S) Summative
1	Application of Learning Theories	<ul style="list-style-type: none"> Reflect on practicum experience and identify key learning and questions. Where is the gap between theory and practice? Connect learning theories to experiences in the classroom. Develop a professional growth plan. 	(F) Class discussion (S) Personal Growth Plan (S) Learning Theory Visual
2	Teaching Reading	<ul style="list-style-type: none"> Explain the many facets of reading. Develop strategies for teaching and encouraging reading. 	(F) Class discussion (S) Incorporate reading strategies explicitly into final unit plan.
3	Executive Function	<ul style="list-style-type: none"> Explain executive functioning and how it affects learning. Identify strategies that improve executive functioning and self-regulation for students. Anticipate the variables that exist during classroom lessons and prepare strategies around them (giving instructions, maintaining attention, teaching active listening). 	(F) Group tutorials (S) Lesson plan with explicit supports for executive function
4	Instructional Strategies	<ul style="list-style-type: none"> Design lessons and units from the Program of Studies that support learning for all students by incorporating technology, assessment and classroom management. 	(F) Class discussion (S) Final project