LTA 700
Methodologies of Learning in Inclusive Settings,
Theory Applied in School and Community Settings (6 Credits)
Winter 2012

Instructor: David Peat, Ph.D., R.Psych.

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Course Description

This course is the third of three graduated and integrated courses in learning theory and application and as such, builds upon LTA 500 and 600. For this last of these three courses, perspective teachers continue to view themselves as teachers in public school classrooms. They examine, in particular and in greater detail, the variety of learning requirements related to children and youth with diverse needs and from diverse cultural backgrounds, including First Nations learners. In this course, students inquire into the literature and practices of educators working in these contexts: inclusive classrooms with children with diverse learning, developmental, social/emotional and/or behavioural needs; and, multi-cultural classrooms with children whose primary cultural background influences their ability to learn in classrooms; and, cross-cultural classrooms.

The understanding and interpretation of 'high-stakes', norm-based assessment, as applied to both groups of students and individual students is addressed. In addition, the development and implementation of classroom-based assessment practices as an integral part of instruction (e.g., 'assessment for, of and as learning') is emphasized.

Perspective teachers, as 'architects of learning', both engage in and design class sessions that provide opportunities to apply the literature and practices of educators in an integrated fashion to a variety of real-life problems and situations that may be encountered in teaching practice.

A further level of integration is provided though the major assignment, which is designed across all three 700 level courses - LTA 700, SCMP 700 and CDPD 700. The assignment focuses upon the development of a framework for a year plan and requires you to apply knowledge and understanding from all of these courses.

Prerequisites: LTA 500 & LTA 600

Course Goal and Intended Learning Outcomes

The goal of this course is to consolidate the process of developing students' competencies in applying theories of human development, learning, assessment and curriculum design to teaching practices. Focusing upon their role as 'architects of learning experiences', students will be able to integrate the knowledge, skills and attributes developed from their previous

courses and practicum placements, towards the design of comprehensive unit plans and assessment practices that meet the needs of a diverse range of students.

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

1. Demonstrate the ability to view learning, behavioral and social/emotional assets and challenges through the lenses of a wide range of learning theories.
2. Be aware of, access and utilize a wide range of Learning Resources available from Alberta Education.
3. Formulate and implement subject-specific and cross-curricular unit plans including effective assessment practices and a range of individual and inclusionary approaches/interventions.
4. Design subject-specific and cross-curricular unit plans applicable to a wide range of teaching contexts, as illustrated by the 'continuum of instruction' below -

This continuum illustrates face-to-face, to blended learning, to on-line instruction, with the 'level of harnessing technology in support of instruction' increasing along the continuum from left to right.

Face-to-face Instruction   **Technology-Enhanced Instruction**   **On-line Instruction**

5. Articulate knowledge of phonological processing as part of the reading process, and to apply this learning to the administration and interpretation of a phonological screening test.
6. Based upon the above screening results, implement effective instruction for the development of phonological awareness skills and reading.
7. Competently interpret norm-based assessment results at the school, class and individual student levels and utilize this information to inform instructional practice.

Required Texts:

These texts are required LTA 700; however, they are viewed as a 'source texts' for the information that will be expanded upon and applied to learning activities. They **will not necessarily** be the basis for the class activities and/or discussions, but it *will* be assumed that you will have *pre-read* the sections listed below in preparation for the classes which address the chapter topic(s).

1. Davies. A. (2011). *Making classroom assessment work (3rd Ed.).*Courtney, BC: Connections Publishing.

2. Rose, D. & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal design for Learning.* Alexandria, VI: ASCD.

3. Wiggins, G. & McTighe, J. (2005). *Understanding by Design* (Expanded 2nd ed.). Alexandria, VI: ASCD.

Books On Reserve:

1. *Focusing on success: Teaching students with Attention Deficit/Hyperactivity Disorder.* (2006). Alberta Education. ISBN 0-7785-5166-0
   http://education.alberta.ca/admin/special/resources/adhd.aspx

2. *Making a difference: Meeting diverse learning needs with differentiated instruction.* (2009). Alberta Education. ISBN 978-0-7785-8601-2
   http://education.alberta.ca/teachers/resources/cross/making-a-difference.aspx

3. *The Learning Team: A handbook for parents of children with special needs.* (2009). Alberta Education. ISBN 0-7785-2537-6
   http://education.alberta.ca/admin/special/resources/learningteam.aspx

4. *Supporting positive behavior in Alberta schools: A school-wide approach.* (2008).

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Alberta Education. ISBN 978-0-7785-6421-8
http://education.alberta.ca/admin/special/resources/behaviour.aspx

5. *Standards for Special Education.* (Amended June 2004). Alberta Learning. Special Programs Branch. ISBN 0-7785-3778-1
http://education.alberta.ca/department/policy/standards/sestandards.aspx

6. *Standards for the provision of Early Childhood Special Education* (2006). Alberta Education. Special Programs. ISBN 0-7785-4745-0.

7. *Essential components of educational programming for students who are Deaf or Hard of Hearing.* (2007). Alberta Education. Special Programs Branch. ISBN 978-0-7785-6184-2
http://education.alberta.ca/admin/special/programming/components.aspx

8. *Essential components of educational programming for students who are Blind or Visually Impaired.* (2006). Alberta Education. Special Programs Branch. ISBN 0-7785-4322-6
http://education.alberta.ca/admin/special/programming/components.aspx

9. *Essential components of educational programming for students with Behaviour Disabilities.* (2006). Alberta Education. Special Programs Branch. ISBN 0-7785-4320-X
http://education.alberta.ca/admin/special/programming/components.aspx

10. *Essential components of educational programming for students with Autism Spectrum Disorders.* (2006). Alberta Education. Special Programs Branch. ISBN 0-7785-4738-8
http://education.alberta.ca/admin/special/programming/components.aspx

11. *Unlocking potential: Key components of programming for students with Learning Disabilities.* (2002). Alberta Learning. Learning and Teaching Resources Branch.
http://education.alberta.ca/admin/special/resources/unlocking.aspx

12. The Publication Manual of the American Psychological Association (6th Ed) (2009).

13. Armstrong, T. (2009). *Multiple Intelligences in the classroom (3rd. Ed.)* Alexandria, VI: ASCD. ISBN 978-1-4166-0789-2

14. 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.

15. Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it.* Alexandria, VI: ASCD. ISBN 978-1-4166-0884-4

16. 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.

17. 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.

18. 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.

19. White, P. F. (2008). *Comprehensive crisis intervention manual.* Victoria, BC: Trafford Publishing. ISBN: 978-1-4251-6579-6

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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 student's find related articles, videos and other digital resources, that they too will post to the same site to share with the class.

The following websites are a sampling of what is available in terms of helpful current and ever-changing information concerning LTA 700 topics as well as other education courses and topics. This listing should be viewed as facilitating students' on-going professional learning.

1. https://www.iomembership.com (Intelligence OnLine; membership provided through Ambrose)
2. http://www.cast.org (Centre for Applied Special Technology)
3. http://annedavies.com (Connections Publishing)
4. http://www.aalf.org (Anytime, Anywhere Learning Foundation)
5. http://www.smartbrief.com/index.jsp (SmartBrief)
6. http://education.alberta.ca/admin/technology.aspx (Technology in Schools, AB Ed.; Tech News)
7. http://www.edutopia.org (Edutopia)
8. http://mindshift.kqed.org (Mind/Shift)
9. http://www.edweek.org (Education Week)
10. http://blogs.edweek.org/teachers (Education Week - teacher)
11. http://www.iste.org/welcome.aspx (International Society for Technology in Education)
12. http://www.eschoolnews.com (eSchool News)
13. http://www.teachertube.com/ (Teacher Tube)
14. http://www.21stcenturyskills.org (The Partnership for 21st Century Skills)
15. http://www.galileo.org/ (Galileo Educational Network)
16. http://paper.li/amckiel/manitoba-educators (Manitoba Educators Daily)

Course Outline: Topics

This outline provides the 'flow' of the course; the timing of each of the topics will be adjusted as the course progresses, according to your needs as students. Other resources to supplement and support your learning will be posted on the *Moodle* site.

1. Inclusive classrooms with children with diverse learning, developmental, social/emotional and/or behavioural needs:

    I. Metacognitive Instruction: Demonstration Lessons
        - Learning and Thinking Strategies
        - Self-regulation of Learning
        - Transfer and Problem Solving
    II. Foundational approaches for teaching students with specific 'disabling conditions' (e.g., Autism, Intellectual Disabilities, Behavioral issues, etc.).
    III. Literacy Instruction:
        - Overview of the Reading Process
        - Phonemic Awareness Introduction
        - Formal Training in the *Right to Read Screening Test*
        - Approaches for teaching reading

2. Large-scale assessment and student learning assessment:

    Interpretation of Norm-based assessments with implications for classroom instruction -
    I. Assessment instruments used by psychologists:
        - Wechler Intelligence Scale for Children – IV
        - Conner's Rating Scale
        - Peabody Picture Vocabulary Test
        - Non-Verbal Intellectual Assessments (Raven's Progressive Matrices; TONI R)

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II. Diploma Exams and Provincial Achievement Tests
3. Unit & Lesson Planning – The integration of:
    I. Understanding by Design;
    II. Universal Design for Learning (UDL); and,
    III. Current Assessment Practices
        ▪ Assessment for, of, as Learning
    IV. Cross-disciplinary planning
    V. Personalized Learning
    VI. Specific disciplines (language arts, social studies, mathematics, science, physical education, fine arts, second or additional language, health and life skills and information and communication technology)

Academic Requirements

	Assignments	%/100	Due Dates
1.	**Initial Response; Considered Response**	10%	Initial Responses: February 17, March 2nd & March 9th Considered Responses: March 23rd
2.	**Critique of an Alberta Education Resource**	20%	March 16th
3.	**Overview, Critique and Demonstration of one major technology product that supports learning**	20%	Demonstration to begin on March 5th, continuing until April 4th
4.	**Year Plan Framework with emphasis upon meeting the diverse intellectual, social/emotional and/or mental health needs of students.**	50% (30% written; 20% presentation)	Written Portion, April 5th; Presentation during the week of April 9th – 13th.

For the first three assignments, class members can 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.

Remember to identify, on the first or cover page of all assignments, the course name, the instructor's name, your own name, and with your student number.

ASSIGNMENT 1: Initial Responses; Considered Responses·

DUE: Initial Responses - February 27th 2012; March 5th 2012; March 12th 2012. Considered Responses – March 23rd 2012

Your initial response is your first response to what you have learned during the preceding week. Note that these initial responses are due on a Monday following a week of classes. Your initial response is personal; an individually relevant and meaningful first response to what was learned during the week. To guide your initial responses, the following two questions are posed. They are:

- During what topic or instructional activity did you find yourself paying the greatest amount of attention to during the week?
- Why? What assumptions, values, theories or beliefs do you believe caused you to pay particular attention to this topic or activity?

The considered response is a 're-look' at, 're-evaluation' of, the topics that you addressed in your first three weeks of class. I would suggest that you tackle this assignment during the week of March 19th – 23rd. This should provide you with enough time, deeper knowledge and further reflection to modify, extend or refute your writings contained in the initial responses. The considered responses should also be personally meaningful and relevant. To guide your considered responses, the following two questions are posed. They are:

- Have your initial responses been confirmed, extended or changed?
- What knowledge or further insights have confirmed or led to these new perspectives?
- What new behaviours or approaches does your considered response call from you?

Evaluation Component	Weight (10 marks)
Initial Response: Writing details personal interest, relevance and meaningfulness relating to the topic and/or instructional activity. Assumptions, values, theories and/or beliefs are identified; their relationships with the topic and/or activity is explained.	5 marks
Considered Response: The initial response is expanded upon in terms of confirmation, extension, refutation and or modification. The relationship between knowledge and/or new insights is behavior is clearly detailed.	5 marks

ASSIGNMENT 2: Critique (Critical Analysis) of an Alberta Education Support Document - DUE: March 16th, 2012

Alberta Education provides many support documents for the teachers (# 1-11 listed above as 'On Reserve'; note that they also can be downloaded in PDF format). The intent is that these documents will provide guidance to teachers and administrators in terms of either policy or practice. For this assignment, please see me to discuss your choice of document(s) to critique. A critique involves clearly looking at the pros and cons of a document in terms of many factors (e.g., format, content, usefulness, applicability, consistency of theory, and so on.) For this assignment, you are to thoroughly review, summarize and critique either one document, or in some cases, a series of documents. The rubric for evaluating a critique will be generating during class.

The assignment should follow APA format and be no more than 5 to 6 pages in length, excluding references. For the benefit of your student colleagues, your critiques will be posted on Moodle.

ASSIGNMENT 3: Overview, Critique and Demonstration of one major technology product that supports learning

DUE: March 5th – April 6th

Technology is a powerful means to enhance learning, when used in an appropriate, planful manner. The intent of this assignment is two-fold: a) to expose you to a broad array of technologies, one of which you will research in-depth, and, b) to provide further experience in designing instruct that engages your peers. The table below should give you a starting point of some of the technologies that you could critique; feel free to speak to me about others that you would prefer to address.

As with Assignment #2, your critique should involve investigating the pros and cons of a technology in terms of multiple factors (e.g., ease of use, usefulness, applicability, design consistency with learning and instructional theory, and so on.) For this assignment, you are to thoroughly review and critique one 'piece' of technology. The rubric for evaluation of your critique will be generating during class, an extension of the rubric to be used in Assignment #2.

Once your technology is selected, you will begin to prepare both your written critique (Part A) and to design your instructional activity.

- The written critique should provide an overview of multiple reviews of the technology (if they exist), discuss the issues related to using the technology in a classroom, and discuss how the technology can support teaching and learning. This should be prepared in advance and posted on *Moodle* as preparatory reading for the class.
- For Part B, you will **demonstrate** to your student colleagues one or more practical application(s) of the technology to learning/teaching. Draw on your creativity in your

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presentation. Part B is open to accommodate flexibility and creativity in presentation style.

Questions to help you in your design of Part B:

- How can this technology be applied to classroom instruction so that it enhances and/or supports teaching/learning?
- Might this technology apply to an intervention or an instructional approach for particular individuals or groups (e.g., those with specific learning needs)?
- Might this technology be used for assessment or program development/evaluation?
- What are the pitfalls/cautions, if a teacher were to use this technology?
- What guidelines might emerge through the application of this technology to support teaching/learning?

Sample **Listing of Technologies to Support Instruction**

Tool	Examples
Open source Presentations	YouTube, Slideshare, iTunesU, TED, KahnAcademy, Brightstorm Tutorials, MIT
Broadcasting	Panapto, Skype, Adobe Connect Pro, AnyMeeting, Blackboard Collaborate, WebEx, GoTo, Live Cast
Organizer	Evernote, Mindomo, MindMiester
Social Media	Delicious, Facebook, Twitter, Diigo
Self-publishing	Microsoft Office, Xtranormal, Audacity, Garageband, iMovie, Prezi, Word Press, Glogster, Wordle, Storyboard
E-Portfolio	Mahara, Chalk and Wire,
Collaboration	PB Works, Google Docs, Lino, Dropbox, Jing, Edmodo, Moodle, Wikispaces, Voice Thread
Survey	Survey Monkey, Fluid Surveys, Poll Everywhere.
Research	Google Search, Wikipedia, Ask.com, Stack exchange
E-Learning	Adobe Captivate, Articulate, Flash developed activities/games, Camtasia
Mobile Apps	Current available educational apps
Virtual Worlds	Cybernet Worlds, Language Worlds, Second Life

The assignment should follow APA format and be no more than 10 to 12 pages in length, excluding references.

ASSIGNMENT 4: Year Plan Framework

DUE: Written Portion - April 5th; Symposium Presentation - April 9th to April 13th

Year Plan Framework Document

As mentioned in the initial *Course Description* (above) this assignment requires you to apply knowledge and understanding from LTA 700, SCMP 700 and CDPD 700. The assignment focuses upon the development of a framework for a year plan and requires you to apply knowledge and understanding from all of these courses. All three instructors will jointly mark the assignment.
For LTA 700, I will be evaluating the your Year Plan Framework in terms of meeting the diverse intellectual, social/emotional and/or mental health needs of students. The bold sections below are additions to the description given to you in CDPD 700 and SCMP 700 concerning the assignment and clearly identifies where in the assignment your approach to inclusion should be detailed.

Your year plan framework will include six sections or chapters. They are:
- Introduction: 3-4 pages
- Literature Review: 4-5 pages
- Methodology: 4-5 pages
- Year Plan Framework: 4-5 pages

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- Conclusions and Recommendations: 1-2 pages
- Researcher's Story: 1-2 pages

The **Introduction** is the advanced organizer for the year plan framework - in it you tell the reader what you are going to tell the reader. Introductions generally include: the main questions, problems or issues that the document (year plan framework) will address (include information regarding curriculum, programs, year plans and school-community relationships); literature regarding theory and best practices to support the choices your writing and your presentation regarding the framework; methodology(ies) chosen to organize learning experiences for children, intended in the year plan, ***including those* with diverse intellectual, social/emotional and/or mental health needs**; limitations of the year plan framework; definitions, assumptions and hypotheses. Length: 3-4 pages

The **Literature Review** is the documentation identified explained that supports your decisions regarding the framework you intend to use to design and implement a year plan. Included in this section will be information regarding curriculum design, program plans, year plans, frameworks for organizing year plans as well as information regarding inclusion *of students with diverse intellectual, social/emotional and/or mental health needs,* FNMI education, large-scale assessment and cross cultural and multi-cultural education. In this section you should draw heavily on SCMP 700 and LTA 700. Length 3-4 pages

The **Methodology** is the documentation identified and explained that supports your choice(s) of model(s) of **learning** that your year plan framework supports. For example, if you chose to design your year plan framework on projects and inquiry, with inclusion *of students with diverse intellectual, social/emotional and/or mental health needs,* designed for in specific ways, you will provide documentation (research and best practices) regarding project based learning, inquiry and inclusion. Length 3-4 pages

The **Year Plan Framework** is the template you have chosen to design a year plan. Included in this template will be the activities of learning designed for children in a particular grade or particular division. The template will provide direct references to your decisions designed for the course topics such as FNMI education, large-scale assessment, inclusion *of students with diverse intellectual, social/emotional and/or mental health needs,* and cultural realities (cross and multi-cultural).

The **Conclusions and Recommendations** is final statement on the matter of integration for the ideal learning community, one in which school-community collaboration is effective and well designed to promote learning for all *students with diverse intellectual, social/emotional and/or mental health needs*. Length 3-4 pages

The **Researcher's Story** is the final statement on the matter of integration for *all students with diverse intellectual, social/emotional and/or mental health needs*, one that includes lessons learned throughout the 2 years of the program, field experiences and the work done in completion of this major assignment. Length 1-2 pages

The final Year Plan Framework is to be presented in two formats: written (on-line) submission in a Word Document; and, formal presentation to colleagues using some form of technology-assisted presentation. The written document is due April 5th; the formal presentations begin the week of April 9th. A symposium will be arranged across all 700 level classes during this week, and will be evaluated by instructors from the three 700 level courses.

To re-emphasize, as the LTA Instructor, the focus of my evaluation for both the written and presentation portions will be upon whether or not your Year-Plan Framework explicitly addresses the diverse intellectual, social/emotional and/or mental health needs of students.

Category	Exemplary	Proficient	Intermediate	Beginning
Literature Review	The written portion contains a clear, well-articulated synthesis of the literature related to the Year Plan.	The written portion contains a synthesis of the literature related to the Year Plan.	The written portion addresses some aspects of the literature related to the Year Plan.	The written portion contains vague statements about the Year Plan.
Methodology: Documentation that supports the chosen models of learning	The written portion presents related documentation; clearly and concretely articulates how the chosen models of learning support the recommended professional teaching practice.	The written portion presents related documentation; articulates how the chosen models of learning support the recommended teaching practice.	The written portion presents some related documentation; is unclear about how the chosen models of learning support the recommended professional teaching practice.	The written portion presents documentation that is not related to the chosen models of learning; is unclear about chosen models of learning support the recommended professional teaching practice.
APA Formatting	The written portion is mostly free of errors in APA formatting.	The written portion is sufficiently free of errors in APA formatting.	The written portion contains some errors in APA formatting.	The written portion contains many errors in APA formatting.
Year Plan Framework	The template details exemplary, engaging student-learning activities explicitly designed from the chosen learning models.	The template details effective student-learning activities loosely designed from the chosen learning models	The template details satisfactory student-learning activities. Little relationship between the design of the learning activities and the chosen learning models.	The template details basic student-learning activities. No relationship between the design of the learning activities and the chosen learning models..
Symposium Presentation: Content	The presentation displays exceptional ability to communicate ideas and interrelated concepts through language and other media.	The presentation displays proficient ability to communicate ideas and concepts through language and other media.	The presentation displays adequate ability to communicate ideas and concepts through language and other media.	The presentation displays limited ability to communicate ideas and concepts through language.
Symposium Presentation: Use of Technology	The presentation displays exemplary use of technology to enhance learning and engage the audience.	The presentation displays effective use of technology to enhance learning and engage the audience.	The presentation displays satisfactory use of technology to enhance learning and engage the audience.	The presentation displays use of technology; technology doesn't enhance learning, nor engage the audience.

Grading: 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	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

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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.

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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
Teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand: a) **all students can learn, albeit at different rates and in different ways.** b) **students' needs for physical, social, cultural and psychological security**.	**1) Build affirmative relationships with children:** *Learning theory based understanding* regarding contextual variables affecting learning: that all students can learn, albeit at different rates and in different ways; and, students need for physical, social, cultural and psychological security.
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.	**2) Apply theories of curriculum, learning, and assessment, to the development of programs:** • *Awareness of societal and cultural understandings* children deploy when learning new knowledge, understandings and skills; • *Understanding of knowledge representations* including propositions, frames of reference, concepts, schemata and worldview in learning; • *Transfer of learning,* near and far, lateral and vertical, positive and negative; • *Executive strategies* and the role and influence of *meta-cognitive*, self-regulatory approaches to learning; and, • *Motivation* and the causes for learning among diverse individuals and groups.
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	**3) Build learning communities:** Student learning is enhanced through the design of collaborative support services including home and community resources.
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.	4) **Design teaching and learning scenarios that include inquiry-based learning.**

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KSAs EMPHASIZED	COMPETENCIES EMPHASIZED
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.	**5) Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs:** *Inclusionary* 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.
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.	**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 teacher's careful guidance, they consider critically how new teacher-introduced information calls into question or not the their actions and reasons for the actions.
h) the purposes of student assessment: Ambrose education students design and implement multiple ways of assessment for, of and as, learning.	**7) Design and implement programs that incorporate attention to cultural realities and diversities:** 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.
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.	**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.

Important Notes

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 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 and other hand-held devices should be used for class-related purposes only. 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.

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

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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.

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