



# LTA 500a & LTA 500b

## Introduction to the Principles and Applications of Learning Theory

Number of credits: 6

Semesters: Fall, 2014; Winter 2015  
Days: **Term 1** --Wednesdays 8:15-11:15am  
Fridays 1:00 – 2:30 pm

**Term 2** –Tuesdays & Thursdays 9:00-11:30am

Room: RE 132

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Twitter: <http://www.linkedin.com/pub/dr-david-peat/12/b8/381>  
LinkedIn:

### Course Description:

The B.Ed. Program includes three (3) graduated and integrated courses in **Learning Theory and Application (LTA)**. For this first of these three courses, pre-service teachers are introduced to foundational theories of learning and their application to educational practices. Perspective teachers, as 'architects of learning', will learn how to design engaging learning experiences, creating conditions so that diverse learners can maximize their learning. 'Diverse learners', include students with behavioral and social/emotional needs as well as students from various cultural backgrounds, including those who are First Nation, Metis and/or Inuit (FNMI). The course participants will examine the relationships between learning and children's growth and development, human behavior and assessment practices in elementary schools.

The development of practical knowledge, skills and attitudes are stressed throughout the course. Class sessions will provide multiple opportunities to apply learning theory in an integrated fashion to a variety of real-life problems and situations that may be encountered in teaching practice.

### Further Course Information:

Guiding Questions for the Program Strand: What do learners actually do when faced with a learning activity, when learning something is a necessity? How can teachers design learning experiences so that what is known about learning and development can indeed be applied to teaching?

### Important Dates:

First day of class: September 3, 2014  
Last day of class: March 5, 2015

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**Note** - In reflecting upon various learning models, there are many that apply to course design. An example of one learning theory used specifically for the design of this course is Linda Lambert's concept of 'constructivist leadership'. I paraphrased her work and have applied it directly to LTA 500 –

*For this course, I hope to create an environment where learning is reciprocal, where I am invested in and responsible for your learning while at the same time, the expectation is that you will assume a similar responsibility for your own learning. Throughout the course we will co-develop a purpose for learning, and a common vision. The hope is that all of us will develop a clearly articulated set of beliefs about schooling and student learning; that we will construct meaning and knowledge together through dialogue, reflection, inquiry and action. We will work as a community, as a group of people sharing common goals and aspirations for the future, caring for each other in the process<sup>1</sup>.*

## Expected Learning Outcomes:

The goal of this course is to initiate the process of developing pre-service teachers' competencies in applying theories of human development, learning, assessment and curriculum design to teaching practices and course design. They will begin to view themselves as teachers in public school classrooms and their role as 'architects of learning experiences'.

1. Compare and contrast essential features of major theories of learning.
2. Critically analyze how different learning theories serve as explanations for, and understandings of, learning and behavior.
3. Analyze teaching practices to critically determine how these practices can be adapted in ways that are consistent with learning and developmental theory.
4. Demonstrate the ability to conceptualize learning, behavioral and social/emotional assets and challenges through the application of learning and developmental theories.
5. Based upon learning and developmental theories applied to students' learning, behavioral, social/emotional and cultural assets/challenges **begin** to formulate effective short-and long-term individual and inclusionary approaches/interventions.

## Course Participation:

Active participation in the course is essential since 'constructivist learning' of these *Course Goals* and *Intended Learning Outcomes* require analysis, interpretation, and engagement by all learners. To actively participate, pre-service teachers should **come to class prepared with critical comments and questions** about the assigned pre-readings for the day. An overall learning goal of this course is to provide the opportunities for class members to be actively and creatively involved in their own learning; this requires preparation time as well as **courage to speak up** about a wide array of questions and issues in class conversations. Additionally, **learning to speak confidently** in small and large group settings is an important skill to acquire for teaching in schools. "Active engagement" does not necessarily mean talking all the time, but it does require participation in classroom discussions and meaningful connections to texts and concepts under discussion.

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<sup>1</sup> Adapted from Davies, B. (2011, P.7). *The Essentials of School Leadership: 2<sup>nd</sup> Ed.* Los Angeles, Sage Publications.

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## Topical Course Outline:

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.

The chapters listed in brackets are those from required texts. It is assumed that these chapters will be read *in advance* of attending class. The questions addressed, discussion & activities of the class *will not* necessarily follow the perspective of the *Educational Psychology: Developing Learners* (Ormrod, 2014) text, but will be based on the assumption that students will have read this foundational information. For topics 11-14, the resources to supplement and support your learning are posted on the Moodle site.

1. Teaching and Educational Psychology; Principals of Learning (Chapter 1)
2. Cognitive and Linguistic Development (Chapter 2)
3. Developmental Perspectives (Chapter 3)
4. Behaviorist Views of Learning (Chapter 9)
5. Social Cognitive Views of Learning (Chapter 10)
6. Learning, Cognition & Memory (Chapters 6)
7. Motivation & Affect (Chapters 11)
8. Meta-cognitive Instruction: Demonstration Lessons (Chapter 7)
  - a. Learning and Thinking Strategies
  - b. Self-regulation of Learning
  - c. Transfer and Problem Solving
9. The Importance of Context (Chapter 8)
10. Addressing the learning, behavioral and social/emotional needs of a diverse student population:
  - a. Technology Supporting Learning: Universal Design for Learning (Introduction to *Teaching Every Student in the Digital Age*, Rose and Meyer)
  - b. Cyber-bullying ([www.cyberbullying.ca](http://www.cyberbullying.ca))
  - c. Foundational approaches for teaching students with specific 'disabling conditions' (e.g., Autism, Intellectual Disabilities, Learning Disabilities, Behavioral issues. See LearnAlberta, AB Education documents as resources).
11. Cultural influences in learning  
AB Education's FNMI Support Documents
12. How to meet the needs of students who are:  
Experiencing Trauma (Drawing from the *Comprehensive Crisis Intervention Manual*, White, P. F.)
13. Current Assessment Practices
  - a. RRST Screening Tool (Literacy Assessment)
  - b. Assessment for, of, as Learning (Introduction to *Making Classroom Assessment Work*, Anne Davies)
  - c. Training in the administration of Norm-based assessments

## Required Textbooks:

1. Ormrod, J. E. (2014). *Educational Psychology* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education. ISBN 13:978-0-13-297442-4.
2. Wiggins, G & McTighe. (2005). *Understanding by design* (Expanded 2<sup>nd</sup> Ed.). Alexandria, VI: ASCD. ISBN 1-4166-0225-9.
3. Davies. A. (2007). *Making classroom assessment work* (2<sup>nd</sup>. Ed.) Courtney, BC: Connections Publishing. ISBN 978-0-9867851-2-2.
4. Rose, D. & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria, VI: ASCD. ISBN 0-87120-599-8.  
Free E-version - <http://www.cast.org/teachingeverystudent/ideas/tes/>
5. Potvin, B., Rhen, N., & Peat, D. (2014). *Ten Strategies for Building Community with Technology: A Handbook for Instructional Designers and Program Developers*. Edmonton, AB. Brush Education, Inc. ISBN 978-1-55059-552-9.

### Books On Reserve:

These books are on reserve to provide you with some 'core' sources that you could use in the completion of your assignments. They are seen as a starting point in your research and readings as you access both print and digital resources.

For LearnAlberta Resources, <http://www.learnalberta.ca/> your username is: \_\_\_\_\_ and Password is \_\_\_\_\_. You can request access by using this link -- <http://www.learnalberta.ca/UsingThisSite.aspx?HelpItem=HelpTeachersPreService&lang=en>

1. The Publication Manual of the American Psychological Association (6<sup>th</sup> Ed) (2009).
  2. *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>
  3. *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>
  4. *Supporting Positive Behavior in Alberta Schools: A school-wide approach*. Alberta Education. ISBN 978-0-7785-6421-8  
<http://education.alberta.ca/media/697934/behaviour-complete%20for%20posting.pdf>
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5. *Supporting Positive Behavior in Alberta Schools: A classroom approach*. Alberta Education. ISBN 978-0-7785-6422-5  
<http://eric.ed.gov/?id=ED502982>
6. *Supporting Positive Behavior in Alberta Schools: An intensive individualized approach*. Alberta Education. ISBN 978-0-7785-6423-2
7. Armstrong, T. (2009). *Multiple Intelligences in the classroom (3<sup>rd</sup>. Ed.)* Alexandria, VI: ASCD. ISBN 978-1-4166-0789-2
8. 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.
9. 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.
10. Curwin, R. L. Mender, A.N, & Mender, B. D. (2009). *Discipline with Dignity: New Challenges, New Solutions (3<sup>rd</sup> Ed.)*. Alexandria, VI: ASCD. ISBN 978-1-4166-0746-5.
11. Thrilling, B & Fadel, C. (2009). *21<sup>st</sup> Century Skills: Learning for life in our times*. San Francisco, CA. Jossey-Bass. ISBN 978-0-470-47538-6.
12. White, P. F. (2008). *Comprehensive crisis intervention manual*. Victoria, BC: Trafford Publishing. ISBN 978-1-4251-6579-6

### 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 students find related articles, videos and other digital resources, that they too will post to the same site to share with the class. This listing of websites provides a starting point for your own professional learning.

### Websites

The following websites may be helpful for accessing current and ever-changing information concerning LTA 500 course topics, as may websites recommended to support other education courses.

1. <https://www.iomembership.com> (Intelligence OnLine; membership provided through Ambrose)
2. <http://www.aac.ab.ca> (Alberta Assessment Consortium; membership provided through Ambrose)
3. <http://www.cast.org> (Centre for Applied Special Technology)
4. <http://annedavies.com> (Connections Publishing)
5. <http://connectionsgroup.ca/members/>
6. <http://www.aalf.org> (Anytime, Anywhere Learning Foundation)
7. <http://www.smartbrief.com/index.jsp> (SmartBrief)
8. <http://education.alberta.ca/admin/technology.aspx> (Technology in Schools, AB Ed.; Tech News)
9. <http://www.edutopia.org> (Edutopia)
10. <http://mindshift.kqed.org> (Mind/Shift)
11. <http://www.edweek.org> (Education Week)
12. <http://www.iste.org/welcome.aspx> (International Society for Technology in Education)
13. <http://www.eschoolnews.com> (eSchool News)
14. <http://www.educatorstechnology.com/>
15. <http://mashable.com/>
16. <http://www.middleweb.com/>
17. <http://www.graphite.org/> (A free service from *Common Sense Media* reviewing apps, games, websites, and digital curricula rated for learning.)
18. <http://elearningindustry.com/>
19. <http://www.elearningguild.com/>
20. <http://www.tes.co.uk/teaching-resources/>

As part of my own learning and professional responsibilities, on an on-going basis I read and screen articles from the above and other sources. *The articles, reviews or apps that seem to be particularly applicable, practical and helpful for teaching, I tweet (@peatdr). Please avail yourself of this service; let me know if you find it helpful.*

## Evaluation:

### Requirements:

Assignments	%	Due Date
1. Group Presentation/Facilitation	30	October 1 <sup>st</sup> 2014 - March 5 <sup>th</sup> 2015
2. Paired Facilitations	20	September 19 <sup>th</sup> 2014 - March 5 <sup>th</sup> 2015
3. Case Study	40	March 5 <sup>th</sup> 2015
4. Professionalism: a) E-Portfolio (Pass/Fail) and b) Evidence of Professionalism	10	March 5 <sup>th</sup> 2015

*For changes to these assignments, throughout the course, class members will be expected to 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.*

***Note that due to this being a full-year course, with the assignments spread throughout the year, the final grade will not be assigned until all assignments are complete. This means that at the end of first term, on the student registration system, your grade will be posted as 'I' for incomplete. The final grade will be posted at the end of the second term.***

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### Assignment 1: Group Presentation/Facilitation – 30-45 minutes

The overall purpose of this assignment is to have you collaboratively explore a particular topic, to further develop skills and knowledge in a given area, and to promote your understanding of how learning theory and processes can be applied to the design of learning activities. It will be expected that you will use this opportunity to demonstrate your competencies in facilitating engaging instruction for your colleagues.

The Group Presentation requires you to work with a group of your peers and design a learning activity to share with the class related to one of the topics addressed in the course. Groups must have a minimum of 4 students and a maximum of 5. *You may self-select your groups.* Group presentations will not begin until mid-October to allow you time to work together. According to the chosen topics, following the *Course Outline*, the presentations will be spaced throughout the course and will enrich our understanding and learning experiences.

Once a topic is selected, the group will work together to develop a presentation for the class. There will be two parts to the presentation:

- Part A will provide a synthesis of the literature related to the topic, discuss the issues related to the topic, and discuss how the topic is related to professional teaching practice. *This should be e-mailed to the instructor a week before the presentation for posting on Moodle as preparatory reading for the class.*
- In Part B, the group will demonstrate one or more practical application(s) of the topic to learning/teaching. Draw on your creativity and your developing knowledge about instruction for designing your presentations. Part B can be presented in any format the group chooses that the group has developed together (e.g., traditional paper, supported through a presentation application, i-Pad application(s) or in-class demonstrations/activities). Part B is open to accommodate flexibility and creativity in presentation style. The support resources, if in digital format, should be also submitted to the instructor for posting on *Moodle* at least a day before the presentation/facilitation activity.

Questions to help you choose your applied practice example for Part B:

- How can we apply this learning theory/topic to enhance an educational setting/situation?
- What guidelines might emerge through the application of this theory/topic to educational programs?
- How might this theory/topic be translated into a particular intervention strategy for individuals or groups?
- How might this theory/topic impact the approach to assessment or program development/evaluation?

Part A of the assignment should follow APA format and be no more than 10 to 12 pages in length, excluding references. Remember to identify, on the first or cover page of all assignments, the course name, the instructor's name and your own name(s), along with student ID number(s).

#### Rubric used for Evaluation –

Category	Exemplary	Proficient	Intermediate	Beginning
<b>Synthesis of the literature</b> /5	Part A contains a clear, well-articulated synthesis of the literature related to the topic.	Part A contains a synthesis of the literature related to the topic.	Part A addresses some aspects of the literature related to the topic.	Part A contains vague statements about the topic.
<b>Discussion of issues and application of the topic to teaching practice</b> /5	Part A articulates related significant issues; clearly and concretely articulates how the topic is related to professional teaching practice.	Part A articulates related issues; articulates how the topic is related to professional teaching practice.	Part A articulates some related issues; is unclear about how the topic is related to professional teaching practice.	Part A articulates issues that are not related to the topic; is unclear about how the topic is related to professional teaching practice.
<b>APA Formatting</b> /4	Part A is free of errors in APA formatting.	Part A is sufficiently free of errors in APA formatting.	Part A contains some errors in APA formatting.	Part A contains many errors in APA formatting.
<b>Presentation/Delivery</b> /10	Exemplary facilitation of activities that reinforce concepts about the topic and engage the audience.	Effective facilitation of activities that reinforce concepts about the topic and engage the audience.	Satisfactory facilitation of activities that supports concepts about the topic and attempts to engage the audience.	Basic facilitation of activities; they introduce concepts about the topic and attempt to engage the audience.
<b>Communication</b> /6	Exceptional ability to communicate ideas and interrelated concepts through language and other media.	Proficient ability to communicate ideas and concepts through language and other media.	Adequate ability to communicate ideas and concepts through language and other media.	Limited ability to communicate ideas and concepts through language.

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**Assignment 2: Paired Facilitation – 30 minutes**

Each pair of learners will facilitate a group learning experience *that actively engages the class in dialogue* designed to *deepen understanding of a selected learning theory or topic*. Facilitators are to design the learning experience(s) around an article or book about the same topic as found in a chapter of Ormrod (2013) **or** based upon an in-depth examination of one or more of topics 11-13 as listed in the Course Outline above. Individual facilitations will not begin until week 2 of the course to allow you time to prepare. According to the chosen topics, following the Course Outline, the presentations will be spaced throughout the course and will enrich our understanding and learning experiences.

**Half of the grade for Assignment 2 will be determined utilizing the following peer and self-evaluation checklist; the second half of the grade will be the instructor’s assessment following the same rubric.**

- Prepared: Provides evidence of preparation
- Knowledge: Provides evidence of background knowledge
- Facilitation: Guides the group
  - Invites all members of the group to participate
  - Guides members to extend thinking on presentation topic
- Creativity: Demonstrates creative engagement
  - Engages participants
  - Furthers understanding of topic in a unique way
- Clarity: Clear and concise

Comments:

**Grade:** /10

**Assignment 3: Case Study**

This is an individual project designed for you to demonstrate an integration and application of much of what has been learned throughout the LTA 500 course. You are to generate or choose from given examples, one case study, which, in turn, you will analyze through critical reflection, applying learning and/or developmental theories, and/or specific approaches known to be effective for students with diverse learning needs. The case should represent a typical situation found in Canadian classrooms, imitating the complexities of real life (e.g., personal, home, school, and community factors). Choose the theory or theories and approaches that you believe best address the presenting issue. *Do not choose too many theories but ensure that you address the identified issues comprehensively.*

For each case:

- Conceptualize the student needs/issue using the learning and/or developmental theory or theories you believe best address the presenting issue(s).
- Develop teaching objectives and interventions based on how you have conceptualized the need(s)/issue(s)
- Discuss the limitations of the objectives and interventions developed.

Evaluation Component	Weight /40
<b>APA Style</b>	4 Marks
<b>Needs Identification</b> Carefully and fully describe the student issue(s) in each case study using the learning theory or theories that best address the case. Remain true to the facts that you detail in the scenario.	6 marks
<b>Critical Analysis</b> Accurately and comprehensively apply learning theory or theories in analyzing the case. Support the analysis objectively with appropriate evidence cited.	6 marks
<b>Application of Learning Theory and Use of Vocabulary</b> Utilize learning theories that are suitable and useful for the case study. Make sure that you use the vocabulary and terminology associated with each learning theory you have chosen.	10 marks
<b>Plan of Action</b> Clearly and fully describe useful, reasonable applications of learning theory as necessitated by your case. Choose applications that are consistent with the learning theory used in the analysis. Make sure that the applications lead to the design of practical, reasonable, and workable interventions within the context of your case study.	10 marks
<b>Evaluation of Plan of Action</b> Discuss the drawbacks or limitations of the interventions you have developed based on learning theory.	4 marks
<b>Total</b>	<b>/40</b>

**Professionalism:**

For this course, there are two aspects of professionalism that will be emphasized – a teaching portfolio and professional responsibilities -

- a) Beginning the development of an initial digital *Teaching Portfolio*:  
**An e-portfolio is a graduate requirement of the Bachelor of Education program due in your final semester of study, next year.** Each course provides opportunity to build this 'living' document that includes such elements as a resume, teaching philosophy and documented work with children. In particular, the LTA 500 course assignment will require that each class member develop the beginnings of a *Teaching Portfolio*. This initial portfolio should include: a) Resume, b) Educational/Teaching Philosophy, c) Rational for the Portfolio, d) Teacher Preparation Background, and e) **Four** performance indicators. These performance indicators (digital artifacts) will illustrate an informed personal description of exemplary practice for four of the ten *Teaching Competencies* that underpin the Ambrose B. Ed. programme. Additional artifacts supporting either the four chosen indicators or others may be included at your discretion. The digital artifacts could include samples of student work, lesson plan formats, actual lesson plans, rubrics, enquiry projects used in classrooms, assessment and evaluation samples, examples of inclusionary practices, appreciative notes from students, and so on. It is expected that your philosophy statement will be informed by reflection on what has been learned during this and other B.Ed. courses.

There are multiple platforms for developing an e-portfolio. Class time will be dedicated to the demonstration and sampling of some of these platforms.

Competency	Competencies Emphasized in the Ambrose University's B. Ed. Programme
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 lesson or unit plans utilizing teaching strategies that foster student inquiry.
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	Address the non-academic barriers to learning by applying a variety of effective classroom management strategies and routines.

- b) Professional responsibility:  
**Competency #9 above is the focus of this component of the course evaluation.** The following have been chosen as indicators of professional responsibility:
  - Attend class and be on time.
  - Informing the instructor when you know you will be not able to attend class, explaining the reason(s).
  - Submit assignments on or before the due date.
  - Complete the readings.
  - Engage in class discussions in a positive and constructive manner.
  - As much as possible, strive to establish positive, supportive relationships with your peers.

In short, act in the same manner that would be expected of you in the profession of teaching. The maximum grade for this competency is 10/10.

**Assignment 4 Rubric**

Attribute	Exemplary	Almost always	Below Expected
Attend class and be on time.	2	1.5	0-1
Submit assignments on time.	2	1.5	0-1
Complete the readings.	2	1.5	0-1
Engage in class discussions in a positive and constructive manner.	2	1.5	0-1
Facilitate positive, supportive relationships with your peers.	2	1.5	0-1
<b>Total /10</b>			

You can request the opportunity to provide input into the evaluation of your professionalism based on the criteria above.

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## Grade Summary:

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 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

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

## Important Notes:

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, it is highly recommended that they forward all messages from the Ambrose account to the other account.

### 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, i-Pads and other hand-held devices should be used for class-related purposes only. The instructor has the right to disallow the student to use the digital device 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, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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](mailto: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 class date unless they have received permission for a "**Course Extension**" from the Registrar's Office. Requests for course extensions 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 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.

### 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

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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.

Other

**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.

**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
<p><i>Teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:</i></p> <p><b>a) all students can learn, albeit at different rates and in different ways.</b>  <b>b) students' needs for physical, social, cultural and psychological security.</b></p>	<p><b>1) Build affirmative relationships with children:</b>  <i>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.</i></p>
<p><b>c) contextual variables affect teaching and learning:</b>            Ambrose education students analyze multiple variables simultaneously, and make reasoned decisions about their teaching practice and students' learning.</p>	<p><b>2) Apply theories of curriculum, learning, and assessment, to the development of programs:</b></p> <ul style="list-style-type: none"> <li>• <i>Awareness of societal and cultural understandings</i> children deploy when learning new knowledge, understandings and skills;</li> <li>• <i>Understanding of knowledge representations</i> including propositions, frames of reference, concepts, schemata and worldview in learning;</li> <li>• <i>Transfer of learning</i>, near and far, lateral and vertical, positive and negative;</li> <li>• <i>Executive strategies</i> and the role and influence of <i>meta-cognitive</i>, self-regulatory approaches to learning; and,</li> <li>• <i>Motivation</i> and the causes for learning among diverse individuals and groups.</li> </ul>
<p><b>d) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach:</b>            Ambrose education students use these documents to inform and direct their planning, instruction and assessment of student progress</p>	<p><b>3) Build learning communities:</b>            Student learning is enhanced through the design of collaborative support services including home and community resources.</p>

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<p><b>e) the subject disciplines they teach:</b> 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.</p>	<p><b>4) Design lesson or unit plans utilizing teaching strategies that foster student inquiry.</b></p>
<p><b>f) the purposes of short, medium and long term range planning:</b> 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.</p>	<p><b>5) Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs:</b> <i>Inclusionary</i> 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.</p>
<p><b>g) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning:</b> Ambrose education students develop and implement strategies that create and enhance partnerships among teachers, parents and students.</p>	<p><b>6) Engage in shared praxis:</b> 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 instructor's careful guidance, they consider critically how new teacher-introduced information calls into question or not the their actions and reasons for the actions.</p>
<p><b>h) the purposes of student assessment:</b> Ambrose education students design and implement multiple ways of assessment for, of and as, learning.</p>	<p><b>7) Design and implement programs that incorporate attention to cultural realities and diversities:</b></p> <p><b>10) Address the non-academic barriers to learning by applying a variety of management strategies and effective classroom routines:</b> 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.</p>
<p><b>i) the functions of teaching/learning technologies:</b> 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.</p>	<p><b>8) Understand critical and creative thinking as essential to learning in all programs:</b> 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.</p>