

Course ID: LTA 600	Course Title: Application of the Principles and Applications of Learning Theory	Fall 2018
		Prerequisite: LTA 500; FE 500, 600
		Credits: 6

Class Information		Instructor Information		Important Dates	
Days:	Mon, Tues, Wed	Instructor:	Kathy Crawford, BEd, MEd	First day of classes:	Wed, Sept 5
Time & Room	12-2:30 RE 110	Email:	kcrawford@ambrose.edu	Last day to add/drop, or change to audit:	Fri, Oct 5
	8:15-11:15 Rm A2141	Phone:	403-410-2000 ext 6908	Last day to request revised exam:	N/A
Lab/ Tutorial:	NA	Office:	RE 148	Last day to withdraw from course:	Tues, Nov 13
	NA	Office Hours:	M 10:00-12:00 by appointment W 12-1 by appointment	Last day to apply for coursework extension:	
Final Exam:	NA			Last day of classes:	Fri, Dec 14

Important dates:

October 2 & 3, 2018:	Spiritual Emphasis Days <i>no classes</i>
October 8, 2018:	Thanksgiving, <i>no classes</i>
November 1, 2018 :	Arts Program Day, <i>attendance is required</i>
November 5-9, 2018 :	Reading Week, <i>no classes</i>
Tuesdays/Thursdays 11:15-12:00	Chapel

Communication and Contact:

Kathy Crawford:



Ambrose-related:



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).

The thinking you will do in this course is deductive. I will expect you to deduce, from lectures/presentations and readings, conclusion regarding children and their learning needs, and how to design the experiences in classrooms that would contribute to children's learning. Your deductions will be expected to be evident in your assignments, class conversations and in your planning for learning. The course is designed so that hard won and thoughtful conclusions will be rewarded, mark-wise. The planning you do during this course can be used in your FE 700 placement.

Expected Learning Outcomes

Students in an application level course are expected to make connections between experience, new knowledge, and reflections that demonstrate critical contemplation and ways of applying the following Teaching Quality Standards (Alberta Education <https://goo.gl/BUwh4j>.)

1. Demonstrates the ability to engage in career long learning

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

2. Demonstrates a Professional Body of Knowledge

Builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

3. Fostering Effective Relationships

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

4. Establishing Inclusive Learning Environments

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

5. Applying Foundational Knowledge about First Nations, Métis and Inuit

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

6. Adhering to Legal Frameworks and Policies

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

An emerging understanding of the expected learning outcomes can be accomplished in part by demonstrating the following:

- Reflect meaningfully on teaching challenges and successes in previous practica and identify key learnings and 'need-to-answered' questions
- Connect learning theories to teaching practices in the classroom.
- Develop a professional growth plan.
- 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 instructional strategies with students in mind

- Anticipate some 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.

Professional Expectations:

- Take ownership of your learning and professional journey.
- Complete all the readings according to the schedule – expect 3-5 hours per week
- Treat your peers as professional colleagues.
- Submit assignments on time.
- Address issues, conflicts, and differences of opinion promptly and professionally.
- Attend all classes and contribute to discussions, activities, and collaborations.
- Conduct personal business (texting, Facebook/Instagram, phone calls, online shopping...etc) outside of the classroom.
- Challenge your own assumptions, identify biases, consider other perspectives, and think creatively.
- Go beyond the resources and requirements of the program to begin your own professional development journey (mentor, resource binder, personal ideas journal, library, etc.)

Textbooks

While there is an official textbook for LTA 600, there is an expectation that you will be actively developing your own practical knowledge through readings beyond those listed on the syllabus and on Moodle and will include resources you are encountering as you converse with peers and mentors.

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.

*Additional readings will be provided on Moodle and in class. Please check our class Moodle site each day for updates and announcements.

*You will also be expected to reference and utilize the *Alberta Program of Studies, Making a Difference*, along with any of the numerous publications available from the Alberta Teachers’ Association, Alberta Education the Alberta Assessment Consortium, TC², Elder in The Making, and the various learning Consortia in Alberta (Edmonton Regional, Calgary Regional, Argyll Learning, for example).

Course Content

**Please note, this schedule is subject to change as different topics, interests, or issues emerge as relevant to the learning and experiences of the cohort.*

Topic	Guiding Topics	Correlating Text Readings, online readings can be found in Moodle
Topic 1/Wk 1	Intro, review of Learning theorists	Executive Function intro (Chapters 1)
Topic 2/Wk 2	Regulating the brain	Neurology of Self-Regulation (Chapters 2,3)
Topic 3/Wk 3	Intro to RTI Tier 1/UDL and Assessing EF	Assessing & Supporting EF (Chapters 4)

Topic 3/Wk 4	Intro to Tier 2 design interventions	7 Core Strategies for EF (Chapter 5)
Topic 5/Wk 5	Reading and the brain	Impact of EF on Reading (Chapter 6)
Topic 6/Wk 6	Writing and the brain	EF and Writing (Chapter 7)
Topic 7/Wk 7	Numeracy and the brain	EF and Math (Chapter 8)
Topic 8/Wk 8	First Nations, Metis, Inuit, storytelling and place	EF and Organization (Chapter 9)
Topic 9/Wk 9	Social aspect of learning	EF and Social Skills (Chapter 10)

Requirements:

ASSESSMENT	%	DUE DATE
Assessment #1: Student Engagement	15%	On-going
Assessment #2: Teacher Professional Growth Plan	15%	October 9, 2017
Assessment #3: Case Study	30%	November 13, 2017
Assessment #4: Journey Map Reflection	40%	December 12, 2017

Assessment #1 Student Engagement

Teaching Quality Standard:

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

Rationale

In preparation for the accountability you are expected to demonstrate in the teaching profession, you will be asked to actively engage in your own learning as well as the learning of others. How you take up your own engagement will depend on how you learn, interact with others, and how you see your role in a collaborative learning community. There are many ways to engage, so I encourage you to consider how you will meet this assessment in a way that is authentic to who you are and are becoming.

Assignment #2 TPGP

Write your Teacher Professional Growth Plan for 2016/17. Base your plan on 3 goals you want to achieve as a beginning teacher. Include in your plan a thoughtfully prepared rationale as to why these are your three goals. Include in your plan a thorough description of what you intend to do to achieve each goal, i.e. what specific

strategies and resources you will use to reach each goal. In addition, include your timeline, and how you intend to assess and evaluate whether or not you have achieved each goal. This should be a living document that you will reference and reflect on through FE 700. Your goals should be shared with and discussed with your partner teacher and your university consultant. You will also revisit your TPGP in LTA 700.

Teaching Quality Standard:

Engaging in Career-Long Learning;

Demonstrating a Professional Body of Knowledge;

Adhering to Legal Frameworks and Policies.

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)

As you enter your career as a teacher, you will review and submit this document to your principal during annual one-on-one meetings. You will also review your progress in a year-end meeting. 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 portfolio.

Instructions

- 1) Using an established framework (tool 3.1, samples 3.1-3.4) of your choice, reflect on your FE 600 and FE 700a practica to create a professional development plan for the next year. Think about what is required for your success in FE 700 and your first year of teaching.
- 2) I will review each of your growth plans and will meet with each of you at the end of this course to discuss your progress and continued future goals.
- 3) This is a Pass/Fail assignment. Your Professional Growth Plan needs to be formatted professionally. This plan should fully elaborate upon 3-4 goals and include, at minimum, the sub-headings indicated in the Rubric
- 4) Share your TPGP with your partner teacher and your university consultant so they can support your development and provide ongoing feedback and resource suggestions, if needed

Resources:

ATA website and tools for a TPGP: ATA > Members > Programs and Services > TPGP [link](#)

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

Due Date: October 9, 2018

Assessment Submission: hard copy submission due in class

Assignment #3 Case Study

Alberta Teaching Quality Standard:
Engaging in Career-Long Learning;
Demonstrating a Professional Body of Knowledge;
Adhering to Legal Frameworks and Policies.

Rationale

Teachers should be attentive observers of behaviours, context, learning and social interactions. To make sound decisions, teachers should be trying to understand the complexities of the classroom, students, and learning. Case studies provide a comprehensive qualitative examination of the intricacies that influence student development. A case study describes the context for an inquiry (classroom organization, school visions and mission, teacher expectations and discipline policy), the participants (teachers, assistants, students), an issue to examine (behaviour), and questions to pursue.

Instructions

Students will create a case study (approximately 3-5 pages, no more than 5) that provides a context, participants, targeted behaviour to examine and questions to explore that is rooted in LTA 600 content. Executive Functions and learning should be central to the inquiry, as a study of targeted social, emotional and behavioral supports to facilitate learning for all students in inclusive classrooms.

Assessment:

Professional, education-related language should be used.
The context has been described with enough detail to indicate the learning theory that guides practice.
Participant profiles (2-3 targeted) include behaviour, social skills, and learning needs
Executive Functions, learning theory and application are all included in the case study and the inquiry questions.
Tier 1 and Tier 2 design considerations have been included/addressed

Due Date: November 13, 2018

Assessment Submission: Google Drive or email

Assignment #4: Learning Journey

Alberta Teaching Quality Standard:

Engaging in Career-Long Learning;
Engages in On-Going Critical Reflection
Demonstrating a Professional Body of Knowledge;
Applies current and comprehensive repertoire of effective planning;

Rationale

Teachers are required to engage in ongoing reflection and self-evaluation of their teaching practices and share their growth with their administrator on a yearly-basis. Being able to identify areas of growth in professional competency and share that growth in a meaningful way is important to their practice. Considering how their own learning will be applied to the classroom is an important component of being a life-long learner and demonstrating a professional body of knowledge. This assignment will give you a chance to reflect on your own professional development, apply what you have learned in your collaborative groups, class discussions and readings by creating a Learning Journey that represents your reflections, questions and understandings.

Instructions

You will create a visual representation, supported by comments, observations, reflections and/or artifacts, that demonstrates your learning journey through LTA 600. Referencing the class discussions, readings, and your own experiences, you will compile a chronological development of your learning that represents what assumptions/knowledge you started the course with, and how various tasks challenged, affirmed, or maintained ambiguity your knowledge. This learning journey can be done using paper, colour, pictures, reflections, etc., or it can be completed online using a visual tool of your choice.

Assessment

You will be provided a checklist and rubric to guide your overall design. Creativity, clarity of ideas, evidence of reflection, and identification of moments of growth/tension are prioritized in the assessment of this assignment.

Due Date: December 12, 2018, to be shared in class

Assessment Submission: In person on or before class December 15th, Google Docs, or link to website/app via email

Attendance:

It is the expectation that all students will attend class and be on time. Please inform me if you know you will be away. Students are responsible for their own learning and are required to remain current with all information covered during class. Assignments are to be submitted on or before the due date. Extensions for assignments will rarely be granted and only for serious medical situations or extenuating circumstances.

Grade Summary:

The available letters for course grades are as follows:

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

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and/or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

