

<b>Course ID:</b>	<b>Course Title:</b>	<b>Alternate Pathway Winter 2024</b>
LTA 500	Introduction to Learning Theory and Application	<b>Prerequisite: NA</b>
		<b>Credits: 6</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class/Online	<b>Instructor:</b>	Mary-Lynn Wardle, MA	<b>First Day of Class:</b>	January 13, 2024
<b>Days:</b>	Tuesday Saturday	<b>Email:</b>	mary-lynn.wardle@ambrose.edu	<b>Last Day to Add/Drop:</b>	January 21, 2024
<b>Time:</b>	Tues. 6:00 – 9:00 p.m. (online) Sat. 9:00 a.m. – noon; 1:00 – 4:00 p.m. (in person)	<b>Phone:</b>	Preferred method of contact is e-mail	<b>Last Day to Withdraw:</b>	March 28, 2024
<b>Room:</b>	Tues. online Sat. RE 110	<b>Office:</b>	RE 136	<b>Last Day of Class:</b>	April 9, 2024
<b>Final Exam:</b>	N/A	<b>Office Hours:</b>	By appointment		

\*All requests to drop or withdraw from the Education program classes must be submitted to the Associate Dean, School of Education and the Office of the Registrar in writing.

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

**January 13:** Orientation and first day of classes

**February 20-24:** Reading Week

**April 9:** Last day of classes

**April 11:** Final assignment due by noon

### Course Description

An introduction to foundational theories of learning, drawn from cognitive and behavioural sciences, and their application to educational practices. In the first of three courses in the Learning Theory and Application stream, preservice teachers will learn how to design engaging learning experiences, creating conditions so that diverse learners can maximize their learning. The course participants will examine the relationships between learning and children's growth and development, human behavior and assessment practices in elementary schools.

## Teacher Quality Standards Addressed

Concentration:

2. Actively Engages in Career-Long Learning that draws on personal experiences, evidence-based research, and reflection  
*A teacher engages in career long learning and ongoing critical reflection to improve teaching and learning*
3. Demonstrates an ability to reference and consider a Professional Body of Knowledge  
*A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student*
4. Begins to consider a variety of theories that help teachers 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.*

Referenced:

1. Begins to consider the role of theories of learning and personal beliefs in Fostering Effective Relationships  
*A teacher has the capacity for building positive and productive relationships to support student learning*
5. Will begin to demonstrate thoughtful and relevant ways of 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*

## Program Requirements

Requirement	Connected Topics	Content Addressed
Literacy development 3 hours	Developmental Stage Theory Humanist Theory Motivation and Affect Indigenous Knowledge systems Cognitive theory	Reading readiness, maturation theory, stage models contextual knowledge, curiosity self-determined interest/representation, multiple literacies Story work, Western syntax & BME / IKS syntax, oral literacy cognitive development, EFs, cognitive load theory
Numeracy development 6 hours	Developmental Stage Theory Humanist theory Motivation and Affect Indigenous Knowledge systems Cognitive Theory	Stage models, C-R-A Math in the world, math play and visual spatial development Challenging the notion of being a math person, mindsets Notions of numeracy, time, whole/part, calendars, non-standard Notions of Discovery/Sensemaking; I do, we do, you do

## Expected Learning Outcomes

By the end of LTA 500, Students...

- Examine considerations of instructional design with attention to various theories of learning
- Summarize theories that contribute to both the environmental conditions for learning and the cognition of learning
- Develop an orientation towards research/evidence-based practices for diverse learners
- Consider effective ways to promote student growth in emotional, social, and academic domains in literacy, numeracy, and relationship building
- Develop a beginning familiarity with the learner language in the Program of Studies (7-12)/new Alberta Curriculum (K-6)

## Textbooks

Required: Wood, C. (2015). *Yardsticks: Children in the Classroom Ages 4-14, 4<sup>th</sup> Ed.* Turner Falls, MA: Center for Responsive Schools.

LTA 500 Playlist to be posted in Moodle and Google Classroom weekly. The playlists include first person stories from videos, podcasts, interviews with practicing teachers and parents of complex students, twitter threads and tiktoks, as well as academic articles to ensure diverse voices are accessible in the course material.

*Additional Resources:*

[Alberta Education Programs of Study](#) (Alberta Education) [New Alberta Curriculum K-6](#) (Alberta Education)

You will also be expected to reference and utilize the *Alberta Program of Studies/Alberta Curriculum* along with any of the numerous publications available from the Alberta Teachers' Association, Alberta Education and the various learning Consortia in Alberta (Edmonton Regional, Calgary Regional [www.crcpd.ab.ca](http://www.crcpd.ab.ca), Argyll Learning, for example).

**Course Schedule – Please note their may be slight adjustments as we move through the content.**

Key Topics

- An overview of key theories of learning (including the theorists behind them) that have shaped schooling, teaching practices, views of students, assessment, and learners
- Conditions for Learning (place, design, relationships) and instructional design for inclusion
- Principles of Learning (i.e. recall, memory, practice, fluency, mastery, developmental readiness)
- Designing for learning, including attention to ideas of procedural/ declarative/ conceptual knowledge
- Critically analyzing taken-for-granted assumptions of learning, theories, reflecting on perpetuated practices to meet an inclusive education mandate

Intro of Topic	Learning Theory Lens	Wonders that guide assumptions of learning, teacher role, tasks, relationships, and assessment.
Topic 1 Jan. 13 (in person) Jan. 16 (online)	Learning Theory explored through Developmental Stages <b>Please dress to be outside and wear comfortable walking shoes for this topic. Ice cleats recommended. Bring your Yardsticks text for class</b>	How have we come to frame learning through stages of development, maturity, preparedness? How has school/curriculum been design through this lens and what does that mean for identity?
Topic 2 Jan. 23 (online) Jan. 27 a.m. (in person)	Learning Theory explored through Essentialist/Behaviorist lenses	How have we come to frame behaviour, shape behaviour, and design for targeted behaviour? How is essential knowledge identified, taught, and evaluated?
Topic 3 Jan. 27 p.m. (in person) Jan. 30 (online)	Learning Theory explored through Holistic & Humanist lenses <b>Please bring a large blanket to class</b>	How have we come to consider the student as a curious, active, and knowledgeable learner? Do students have agency in learning?
Topic 4 Feb. 6 (online) Feb. 10 (in person a.m.)	Learning Theory explored through Indigenous Ways of Knowing and Knowledge Systems <b>Please dress to be outside and wear comfortable walking shoes for this topic Feb. 10.</b>	How might we understand and invite cultural fluency with particular attention to Indigenous (esp. Blackfoot, Stoney, Tsuut'ina, Métis) pedagogy, learners, and learning through ethical spaces of relationality?
Topic 5 Feb. 10 (in person p.m.) Feb. 13 (online)	Learning Theory explored through lenses of Motivation and Affect	How have we come to consider the role of motivation, affect and mindsets in learning and development, especially related to math? How might we plan for diverse processing needs?
<b>LT 1 target date: Feb. 11</b>	Changed target to Feb. 25, one day after Saturday class	
Active Reflection Feb. 27, March 5	<i>Mini meetings Revisiting, reflecting, reviewing concepts from the playlist you haven't explored yet</i>	<i>Who are you beginning to turn to for guidance and inspiration? What is speaking to you? Troubling you? Not clicking? What considerations contribute to conditions of learning? To assessment of learning? Review playlists and incomplete reflections</i>

Topic 6 Feb. 24 March 9 <i>(in person)</i>	Learning Theory explored through Connectivism, Cognitivism and Neuroscience	How are emerging attention to cognitive and neuroscience informing teaching practices and our assumptions of learning? How do teachers design learning that is informed by the complexity of memory, processing, encoding, recall, prior knowledge, and so on?
Topic 8 March 12 March 19 <i>(online)</i>	Application: Instructional Design Remote/Online learning models	What tools and pedagogical decisions are made when designing for remote/online learning?
Topic 7 March 23 <i>(in person)</i> March 26 <i>(online)</i>	Application: Instructional Design	How might taxonomies and models of learning, assessment, and student autonomy/experience/wellbeing provide structures for instructional design that is inclusive and differentiated?
<b>LT 2 target date: March 24</b>		
Topic 9 April 2 <i>(online)</i> April 6 <i>(in person morning only)</i>	Notions of (dis)ability in classrooms, curriculum design, and school policies <b>Note: Please dress to be outside and wear comfortable walking shoes April 6. Bring ice cleats depending on conditions.</b>	How do the economic,, behavioural, and social models of disability live in our school practices and are they equitable?
April 2 p.m. April 9 <i>(online)</i> Active reflection/ sensemaking	Active reflection: Pausing, reflecting, reviewing concepts in collaboration with peers and instructor LT 3 Collaborating, writing	As you work on your final learning task, reflect on the journey you have taken through various learning theories, your own philosophy of teaching, and who might we find on your future book shelf – how are you beginning to position yourself within theories of learning and how would you draw on them to meet student needs?
<b>LT 3 due April 11</b>		

### Requirements:

ASSESSMENT	%	ASSESSMENT TARGET DATE
<b>Learning Task #1:</b> Learner Profile	30%	By February 11
<b>Learning Task #2:</b> Artefact: Learning Theory as a Living Discipline or Sense Making Concept Map	30%	By March 24
<b>Learning Task #3:</b> Article Response	40%	Final Submission April 11 (this is a due date, not a target date)

**Connections to Course Outcomes**

- Examine considerations of instructional design with attention to various theories of learning
- Summarize theories that contribute to both the environmental conditions for learning and the cognition of learning
- Develop a beginning familiarity with the learner language in the Program of Studies/Curriculum

**Teaching Quality Standard**

*Building Effective Relationships, Engaging in Career-Long Learning; Demonstrating a Professional Body of Knowledge; Establishing Inclusive Learning Environments; Applying Foundational Knowledge about First Nations, Métis and Inuit*

**Rationale**

We have all been influenced by our own prior experiences, successes, barriers, and goals. Realizing and reflecting on how theories of learning have shaped us and informed what we believe about the role of students, teachers, curriculum content, valued knowledge, and the learning environment are essential for observing and developing teaching practices. This assignment requires you to consider the first four learning theories covered in LTA 500 as conditions that shape the learning experiences of students and teachers. It also gives you to opportunity to practice reflecting on experiences that have shaped you and how those experiences inform your response to field experience observations and the ideas you encounter in your coursework. By considering how learning theories inform our own perceptions of normal, we can also become open to the diversity in theories and values that have and continue to shape what is valued, perpetuated, and excluded from the school system and teaching practices we encounter.

**Instructions**

Students will consider the first four learning theories introduced in the course through the lens of their own experiences, values, and knowledge. For each learning theory, consider the following wonders: what feels familiar to me about each learning theory? What feels foreign? What is the implication of this familiarity/foreignness in your own learning and future teaching? How has your perception of students, teachers, and curriculum content been shaped by each? What is the long-term societal impact of each theory? What do you continue to wonder, push back on, embrace at this point in time? Because teachers represent knowledge in multiple visual or auditory forms, students are encouraged to complete this task through a visual/auditory medium.

For each learning theory students will want to consider the roles of learners, teachers, schools as a social and experiential locations, assessment, community, and any other topic that comes up in class discussions related to theories of learning and their application. This is a highly reflective task, and students are encouraged to be authentic and critical of their own experience and the topics covered through the playlist and discussions. Some ideas for the medium include Canva, Google Slides, Flipgrid, paper and pencil/paints/sparkles/pipe cleaners/etc., an artefact you create, a photo essay, story, etc. Please limit Flipgrids or video type responses to seven minutes.

**Assessment: A rubric will be used to evaluate this assignment.**

Rubric with feedback can be found in Google Classroom.

Due Date: **Feb. 11, 2024**. Please review the submission and feedback guidelines on pages 8-9 of this syllabus. Detailed rubric criteria can be found on pages 8-9.

Achievement Criteria	A+ to A-	B+ to B-	C+ or less
Examine considerations of instructional design with attention to various theories of learning	Critical reflection on one's own experiences with learning theories, explores influences, absences, and eventual interests as they relate to how learning was designed and experienced personally	Identifies one's own experiences with relevant learning theories, connections are superficial but accurate. Inclusion of resources are limited to course content.	Core aspects of learning theories are absent or incorrect. There is little personal reflection or connection to content

Summarize theories that contribute to both the environmental conditions for learning and the cognition of learning	<i>Critical reflection on the environmental conditions (structure, space, design, materials, participants) that were present and absent in one's own experience and how those shaped individuals over time including in their current experiences and expectations of themselves and the education system</i>	<i>Identifies core and some environmental conditions that contributed to their own learning experiences and habits. Generalized connections are made between theories and how theories have shaped expectations of students, teachers, and learning over time</i>	<i>There are minimal connections made between theories and environmental conditions required for learning. Connections to personal experience are absent or minimal</i>
Develop a beginning familiarity with the learner language in the Program of Studies/Alberta Curriculum	<i>Identifies values and tensions between learning and outcomes in the Program of Studies and how those influence (d) individual relationships with various disciplines, content, assessment, purpose, identity, and discipline knowledge</i>	<i>Explores the importance of learner language in shaping learner identity and discipline literacy as curriculum outcomes. Can make connections between the Program of Studies and learning theories</i>	<i>The Program of Studies is misrepresented or absent from discussions of learning theory or personal learning experiences</i>
Challenge your own assumptions, identify biases, consider other perspectives, and to think creatively	<i>Explores shifts and stability in perceptions of education, experiences in school of belonging and marginalization, perspectives that are resonating and how that influences their sense of self</i>	<i>Personal assumptions, biases, and perspectives are attended to, but are either superficial or simplistic.</i>	<i>There is little or no exploration of personal biases or perspectives</i>
Engage in critical reflection of the implication of learning theories in response to the course content, class discussions, and assigned readings	<i>Critical reflection on the discussions, playlist, and observations of learning and learning theories as well as inclusion of other sources beyond course requirements as a demonstration of a disposition of noticing &amp; lifelong learning. Connects theories &amp; the impact on identity &amp; society in a nuanced way</i>	<i>Reflection is evident and considers multiple contexts and experiences, impact of learning theories on students and society are explored, and contents of the playlist are referenced.</i>	<i>There is minimal critical reflection on the implication of learning theories, and minimal reference to contributing ideas beyond one's own thinking</i>

## Learning Task #2: Choose ONE of: Choice A - Artefact: Learning Theory as a Living Discipline

### Connections to Course Outcomes:

- Examine considerations of instructional design with attention to various theories of learning
- Summarize theories that contribute to both the environmental conditions for learning and the cognition of learning
- Develop an orientation towards research/evidence-based practices for diverse learners
- Develop a beginning familiarity with the learner language in the Program of Studies/Curriculum

### Teaching Quality Standard:

*Building Effective Relationships; Engaging in Career-Long Learning; Demonstrating a Professional Body of Knowledge; Establishing Inclusive Learning Environments; Applying Foundational Knowledge about First Nations, Métis and Inuit*

### Rationale

Understanding how learning theorists and their theories have shaped how we live out teaching, planning, and education in schools can foster a more reflective practice. Artefacts can be seen as representations of an idea, concept, task, or value. Teachers, school administrators, and leadership within school systems select artefacts to represent various aspects of schooling and education. These artefacts can include report cards, project outcomes, rubrics, classroom visuals, read-aloud books, whistles, star charts, classroom carpets, stamps, bathroom in-use signs and so on. These may represent taken-for-granted practices in education, or they may be intentionally selected for a well thought out purpose. Each artefact in a symbol or communication to students of the expectation that is held for them. Intentionality in the choices that are made in school is important in building relationships, developing a harmonious and safe classroom culture, supporting student growth and development, and minimizing counter-productive messaging to students.

### Instructions

Choose two artefacts that you feel represent two different learning theories and create a presentation that provides insight into how you view them in relation to student roles, teacher roles, and the outcomes of education using classroom readings, discussions, and extant literature. Provide context to how they have been used, what you believe led to their inclusion in their context, and whether teachers and students may have had different experiences with them. Describe the learning theories used to shape teaching, learning, and community building through your artefacts. Consider aspects of the instructional design, expectations of student engagement/behaviour, and the conditions for learning, developmental appropriateness, and what the

long-term message students may carry forward through their engagement with these artefacts. Students are encouraged to think creatively, use visual representations to express their ideas, include references from course and independent readings and to explore the long-term development of citizens as a result of the theories that influence teaching and learning. You are encouraged to deepen your thinking by including evidence and reflections from conversations with your mentor.

**Assessment: A rubric will be used to evaluate this learning task.**

Due date: **March 23, 2024**. Please review the submission and feedback guidelines on page pages 8-9 of this syllabus. Detailed rubric criteria can be found on pages 8-9. A rubric with feedback can be found in Google Classroom.

<i>Achievement criteria</i>	<i>A+-A-</i>	<i>B+-B-</i>	<i>C-</i>
<b>Summarize and explore theories represented by the artefacts</b>	<i>Complex, nuanced</i>	<i>Accurate, adequate</i>	<i>Incorrect or absent</i>
<b>Description of artefact includes its symbolic importance to teachers, students, schooling</b> <i>The type of knowledge that is valued and its connection to the Program of Studies/Curriculum</i>	<i>Recognize relevance of use, explores complexity of meaning/relevance</i> <i>Explores connection to Program of Studies</i>	<i>Able to make superficial connections to meaning and relevance and some connections to Program of Studies</i>	<i>Lacks connections to meaning and purpose</i> <i>Lacks connection to Program of Studies</i>
<b>Consideration of the role of teacher and student development over time and as citizens</b> <i>Each theory attends to role of teacher and student</i>	<i>Explores complexity of teacher/student development in each theory</i>	<i>Acknowledges teacher/ student development in each theory</i>	<i>Limited acknowledgement of teacher/student development</i>
<b>Considers alternatives or complimentary artefacts rooted in learning theories and contexts</b> <i>Each theory attends to the student as learner and student experiences</i>	<i>Explores cohesion in context and artefact selection in depth</i>	<i>Acknowledges alternatives or complimentary selections</i>	<i>Limited acknowledgement of alternative artefacts</i>
<b>Inclusion of research &amp; evidence -based practices</b> <i>For each theory at least one theorist and their contribution is addressed</i>	<i>Includes new, multiple perspectives, sources</i>	<i>Includes core perspectives, sources</i>	<i>Limited or no sources</i>

**Learning Task #2 Choice B: Sense-Making Concept Map:**

**Connections to Course Outcomes:**

- Examine considerations of instructional design with attention to various theories of learning
- Summarize theories that contribute to both the environmental conditions for learning and the cognition of learning
- Develop an orientation towards research/evidence-based practices for diverse learners
- Develop a beginning familiarity with the learner language in the Program of Studies/Curriculum

**Teaching Quality Standard:**

*Building Effective Relationships, Engaging in Career-Long Learning; Demonstrating a Professional Body of Knowledge; Establishing Inclusive Learning Environments; Applying Foundational Knowledge about First Nations, Métis and Inuit; Adhering to Legal Frameworks*

**Rationale**

Understanding how learning theorists and their theories have shaped how we live out teaching, planning, and education in schools can foster a more reflective practice. This task will require students to connect pedagogical questions with practice, learning task design, and assessment to theories that shape teaching decisions. This task is intended to help students reflect on and make connections between theories and practice and think through the various influences that have shaped teaching, learning, and education.

**Instructions**

Students will construct a concept map of the learning theories studied and the instructional design that flow from the theorists shaping the learning theories. The instructional design includes the guiding questions a teacher would use to shape the learning in their classroom, task design, assessments, student organization, and the conditions for learning. Students are encouraged to think creatively, use visual representations to express their ideas, include references from course and independent readings.

**Assessment: A rubric will be used to evaluate this assignment.**

Due date: **March 23, 2024**. Please review the submission and feedback guidelines on page pages 8-9 of this syllabus. Detailed rubric criteria can be found on pages 8-9. A rubric with feedback can be found in Google Classroom.

<b>Achievement Criteria</b>	<b>A+ - A-</b>	<b>B+ - B-</b>	<b>C+ - C-</b>
<b>Attends to specific theories</b> <i>Developmental, Behaviourism, Humanism, and Indigenous Learning Theories, Motivation and Affect, Connectivism are addressed (more than three)</i>	<i>Complex, nuanced</i>	<i>Accurate, adequate</i>	<i>Incorrect or absent</i>
<b>Connections between theories are made in a variety of ways</b> <i>Various theories are aligned and contrasted in a sense-making manner</i>	<i>Establishes complex connections</i>	<i>Creates superficial connections</i>	<i>Lacks connections</i>
<b>Consideration of the role of teacher and student development over time and as citizens</b> <i>Each theory attends to role of teacher and student; connections to the Program of Studies/Curriculum are made</i>	<i>Explores complexity of teacher/student development in each theory. Meaningful connections to the Program of Studies present</i>	<i>Acknowledges teacher/student development in each theory. Solid connections to the Program of Studies</i>	<i>Limited acknowledgement of teacher/student development Program of Studies is scant or absent</i>
<b>Personal connections include reflections/tensions/opportunities, etc.</b> <i>Alignments and contrasts are addressed</i>	<i>Complex, nuanced exploration of reflections, tensions, opportunities</i>	<i>Engaging exploration of reflections, tensions, opportunities</i>	<i>Limited acknowledgement of reflections, tensions, opportunities</i>
<b>Inclusion of research &amp; evidence-based practices</b> <i>For each theory at least one theorist and their contribution is addressed</i>	<i>Includes new, multiple perspectives, sources</i>	<i>Includes core perspectives, sources</i>	<i>Limited or no sources</i>

**Learning Task #3 Engaging with other perspectives: response to academic article**

**Course Outcomes:**

- Examine considerations of instructional design with attention to various theories of learning
- Summarize theories that contribute to both the environmental conditions for learning and the cognition of learning
- Develop an orientation towards research/evidence-based practices for diverse learners
- Have students consider effective ways to promote student growth in emotional, social, and academic domains in literacy, numeracy, and relationship building
- Develop a beginning familiarity with the learner language in the Program of Studies

**Teaching Quality Standard:**

*Building Effective Relationships, Engaging in Career-Long Learning; Demonstrating a Professional Body of Knowledge; Establishing Inclusive Learning Environments; Applying Foundational Knowledge about First Nations, Métis and Inuit, Adhering to Legal Frameworks*

**Rationale**

Critical thinking, articulating evidence-based practices and finding authentic connections between theory and practice are essential for teacher development and growth. Being able to consider the benefits as well as the challenges of learning theory or pedagogical approach is necessary as you navigate various classroom cultures, partner teacher philosophies, and eventually school vision and mission statements.

**Instructions**

Students will select an article and use two contrasting learning theory perspectives to critically analyze it. They will explore the key components of the learning theories by considering the implications for how they, in aspects present or absent in the article, play out in the classroom, learning community, and Program of Studies/Curriculum. The student should provide a well-articulated critique of the overall benefits and challenges of each learning theory. The recommended length of this analysis is 6 pages, to a maximum of 8 pages. Students should include 6 citations to support their analysis.





**Assessment: A rubric will be used to evaluate the critical analysis**

Rubric with feedback can be found in Google Classroom

Due Date: **April 11 by noon**. Please review the submission and feedback guidelines on pages 8-9 of this syllabus. Detailed rubric criteria can be found on pages 8-9.

<i>Achievement Criteria</i>	<i>A+ -A-</i>	<i>B+-B-</i>	<i>C+ &gt;</i>
<i>Examine considerations of instructional design with attention to various theories of learning</i>	<i>Numerous aspects of the learning theories and their implications are introduced and explored in depth</i>	<i>The learning theories are accurately represented with references to cornerstone theories/ theorists and research</i>	<i>Minimal or incorrect information about the learning theories</i>
<i>Challenging personal assumptions, identify biases, consider other perspectives, and think creatively.</i>	<i>Personal assumptions are explored through a critical lens, immediate and long-term implications are considered</i>	<i>Personal reflection and understanding of the learning theory drives the conversation/ ethnography</i>	<i>Little or no examine of personal assumptions and biases</i>
<i>Consider effective ways to promote student growth in emotional, social, and academic domains in literacy, numeracy, and relationship building</i>	<i>Examines a breadth of areas of education attended to, including development of self, literacy, numeracy, and other skills included and excluded from school design</i>	<i>Explores instructional design, valued knowledge, assessments, and role of students/ teachers, and task design clearly and accurately</i>	<i>Little to no consideration of the experiences of learners</i>
<i>Consider various expectations placed on learners during a school day in a variety of classroom cultures attending to impact, relevance, privilege, and marginalization</i>	<i>Complexity of how and whether each theory enacts inclusive practices, what those are, how they could be meaningful are evident in an overview of a task</i>	<i>Critical thinking is evident throughout the paper, with core practices explored</i>	<i>Little or no mention of the application of theory to a learning design</i>
<i>Orientation towards research/evidence-based practices for diverse learners</i>	<i>Includes personally-sourced research as well as course materials, including discussions to consider multiple perspectives and personal evolution of thinking</i>	<i>Course materials provide main source for research</i>	<i>Little or no mention of evidence-based research</i>

**Grade Summary:**

**Assessment – achievement criteria:**

*Students tend to be concerned with their grade, while we tend to more concerned with their learning – Dr Decker Raynak*

~ please note the indicators of *learning* encompassed in each level of assessment ~

**A- to A+** requires thoughtful reflection on the overall significance of learning theories, their application, and the consequences of their design in both a teaching context and at a societal level. Exploration of the complexity of theories of learning, the inclusion of independently-sourced research, and connections between CDPD, FE, LTA, and SCMP is evident for accomplished or mastery assessment.

**A+ (Critically Analyzing):** the task has been taken up with **complexity**, drawing on **research, experience, dialogue and conversations** with peers and colleagues and demonstrates these **various contributions** from other course work. The content of the task demonstrates an **insightful vision of learning theory that has resulted in a comprehensive design for inclusion based in diverse learning needs and strengths**. There are **significant examples** of opportunities and resources to meet diverse student needs, with particular attention to the **practices a teacher** takes up to foster success in its various iterations. Evidence of **critical questioning** of the practices and theories that shape learning theory and student experiences in classrooms from **multiple perspectives** throughout. Where applicable, **creativity** in presenting information is included, and where necessary **attention to detail** results in **comprehensive** plans/resources/communication. \*\* Exemplary work does require a **significant investment** from the student, which is evident in the presentation of the assignment, **self-directed** research to inform practice, and evidence of working beyond class material and conversations and a willing to ask **transformational questions** while exploring possible solutions. **Reimagining inclusion** through the lens of curriculum, relationships, society, and ethical responsibilities to all students that is embedded in a teacher’s decisions is evident in the task. (4.0)

**A (Contextualizing/Extending):** the task has been taken up in a **thoughtful and engaging** way that demonstrates a **strong understanding** of the **research, one's own experience, dialogue with peers and colleagues**, and demonstrates a **layered synthesis** of knowledge relating to learning theory, diverse needs, and inclusive practices. **New sources of information** have been incorporated to enhance multiple perspectives. Examples are **accurate and rooted in research** and are clearly articulated. Where applicable, **creativity and original ideas** are included, and where necessary **attention to detail** and fulfilling requirements are complete. Theories of learning and teacher practices and beliefs are **explored in a nuanced** way that demonstrate a willingness to critically examine student experiences in one's classroom. **Reimagining inclusion** through the lens of teacher role and responsibility through curriculum, relationships, society, and/or ethical responsibilities to all students is evident in portions of the task. (4.0)

**A- (Connecting):** *Accomplished* indicates that the student **attends to the requirements of the assignment, includes research and experience** to inform content, and shows **evidence of drawing together multiple resources** in the work. **All outcomes have been met** and some are completed very well. There is **evidence of critical thinking** and the **exploration possible tensions** between theory, practice, and anecdotally formed biases and their **impact on all students**. There is evidence of thinking about student experiences, **often through the lens of inclusion**, however they tend to be **more superficial or remedial**. More complex thinking about learning theory and the ways various theories of learning and implemented is often **provoked through feedback** rather than through independent sourcing of new resources or external stories. (3.7)

**B- to B+** indicates the task has been fulfilled with most requirements met to varying degrees of proficiency. The content may be limited to what was shared in class, may lack reflection on the impact of learning theories on students and/or society, or may be limited in its consideration of research.

**B+(Summarizing):** the task **fulfills the requirements** of the assignment. **Content discussed in class is included**, with **adequate engagement** with various perspectives or resources. The connections being made to learning, learning design, and student needs **reflect common inclusive practices but are limited** to prior experiences and anecdotally formed biases with **little engagement of theory, critical reflection and exploration of the impact** on students and beyond. The assignments contain ideas that are **reproductions** of observations that with **some critical thinking or creativity** in how they might be modified to address unique contexts, students, or pedagogy. There is **minimal examination of the links** between coursework over the prior courses, field experience, the education system, and the impact on society. 3.3

**B (Simplifying):** the task **fulfills the requirements** of the assignment but **does so on a superficial level**. Content discussed in class is included, but there is **minimal engagement with various perspectives** or resources. The connections being made to learning, learning design, and student needs are **superficial and lack meaning** in inclusive practices. The assignments contain ideas that are reproductions of observations that **lack critical thinking** or creativity in how they might be modified to address unique contexts, students, or pedagogy. Adequate evidence of outcomes indicates **limited connections between the course content, other coursework** or to one's own experience and the **impact a teacher has** on students, curriculum choices, school communities, and society as a whole. 3.0

**B- (Reciting):** the task meets some of the requirements of the task but is **incomplete or lacking organization**. Content discussed has made **minimal connection** between class topics, readings, or theories of learning in a classroom setting. There is minimal to no reference to research, the relevance or impact of learning theories on student experiences, or connections to other coursework. 2.7

**C+ or lower** indicates the student has not demonstrated the required outcomes of the task or has not submitted evidence of the outcomes. Because of the need to achieve a 2.7/B- in LTA 500 for placement in LTA 600, a student cannot pass the course with a task that has been assessed C or below and will be placed on a Notice of Concern.

**Cs or lower (Incomplete)** the task has **significant areas that are either incomplete, missing, or inaccurate**. There is **little to no reference to research, experience, or to course content**. There is **minimal exploration of the impact** a teacher has on students, curriculum choices, school communities, and society as a whole. There is little attention to detail. The student will be required to meet with the instructor to determine gaps in the demonstration of learning and create a plan to reconsider and resubmit evidence of the learning outcomes if the student desires. 0.0-2.3

## Quick Reference:

Critically Analyzing (A+)	Contextualizing /Extending (A)	Connecting (A-)	Reproducing (B+)	Summarizing (B) (minimum req.)
Complexity, variety of sources, synthesis of all courses, critical and questioning, self-directed, nuanced, centres inclusion as a norm, ethical considerations for all students, educators, curriculum, system, society as the role and responsibility of a teacher	Thoughtful, insightful, synthesis of all courses, multiple perspectives from theory and practices, centres inclusion as the norm, ethical considerations for all students, educators, curriculum, system, society as the role and responsibility of a teacher	Comprehensive, theory and practice are somewhat explored, student experiences are considered, critical exploration of impact on students and teaching is evident, inclusion is considered, the role of the teacher is attendees to, complexity (if attended to) required provocation	Fulfills criteria of assignment, relies on class content and readings, adequate engagement with various perspectives, personal experience drives content, perpetuation of practices in place, limited consideration of ethical considerations, limited incorporation of prior course work	Fulfills criteria but through superficial means, relies on course material, limited design for inclusion, lacks critical thinking, required scaffolding, perpetuates exclusion or limited inclusion, limited exploration of school, student, teachers, curriculum, societal impact

A+	Master through synthesis or analysis of complex ideas
A	Mastery through extensions or contextualization of complex ideas
A-	Accomplished through connecting complex ideas
B+	Progressing through summarization of complex ideas
B	Emerging through simplification of complex ideas
B-	Basic through the recitation of simplified ideas
C+ >	Beginning due to incomplete or missing communication of ideas

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.

### Scaffolding Feedback and Resubmissions:

**Scaffolding:** Scaffolding and feedback are an integral and core practice in supporting learners develop understanding and the ability to apply knowledge to teaching and learning contexts. You will be provided feedback in an ongoing basis through the course. This feedback will attend to how well you are demonstrating the outcomes, your organizational skills, as well as professional skills that are relevant to the teaching profession and the expectations of the Ambrose Bachelor of Education Program.

Scaffolding can occur in a variety of ways. For example, your instructor may model how to break down an assignment into personally manageable tasks that can be applied to future learning tasks, provide strategic questions to deepen thinking and make connections, and facilitate critical feedback from friends within your cohort.

Because assignments in LTA require reflection, application, and contextual decision-making, personal sense-making is highly valued in the assignments. When evaluating work that has been scaffolded or re-submitted for re-evaluation, assessment will be limited to/focused on a shift of ownership of thinking to the student. The purpose of feedback and scaffolding is to deepen thinking and not just improve a grade. Students must take feedback and indicate how they are applying it, reflecting on it, and understanding it differently in a resubmitted assignment. In essence, students must make it visible how they are rethinking the content. Content that is taken from the instructor without contextualizing the new idea in their own thinking will not be considered in a re-assessment.

**Resubmissions:** students are encouraged to share their assignments with peers for feedback prior to submission, using the rubric to practice reading and assessing using criteria in an assignment. If you want feedback from the instructors, evidence of feedback from a peer **must be included** with a specific request for targeted feedback at least 4 days prior to the due date. A general request for feedback or affirmation is not an adequate request. Resubmissions will be considered,

but must be based on the application of feedback, not just the inclusion of feedback. In some cases, this may require the creation of new content to demonstrate the student's independence in the outcome.

## Other important information for success in LTA 500:

### Disposition and performance expectations of the LTA stream:

- Take ownership of your learning and professional journey through **academic engagement\***
- Complete all the readings according to the schedule – expect 2-3 hours per week
- Treat your peers as professional colleagues
- Develop strategies for time management, collaboration, and meeting the course workload
- 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.)
- Engage in **critical reflection** of the implication of learning theories in response to the course content, class discussions, assigned readings, and school observations

*\*Academic engagement encompasses both behavioural and cognitive presence of general 'on-task behaviour'. This entails effort and persistence along with paying attention, asking pointed questions, seeking help that enables one to accomplish a task from course documents, peers, then instructors (rather than being given the answer). It also includes contributing to the learning of others as shared ideas, insights, tensions, wonders, and observations through at least one of the multiple modalities provided (inspired by Boykin and Noguera, 2011, Creating Opportunities to Learn).*

### 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 and to submit assignments in a timely manner so please connect with a peer to catch up on missing content.

**Because much of the learning and sensemaking in our program is dialogic and through praxis, more than 2 lates and/or absences or repeated missed deadlines will result in a mandatory meeting to determine your plan to be present and to attend to all missing material. An inability to be attend class or deadlines may result in a pause in your program and a delay in enrolment in FE 600.**

## Ambrose University Important Information:

### 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.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Standards of Behaviour in the Classroom Setting

## 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.

## Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

## Privacy

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](mailto:privacy@ambrose.edu).

## Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success

serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

**Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

**Note:** Students are strongly advised to retain this syllabus for their records.