Instructor:
Mr. Paul Cook
Office: Room 1113B
Faculty of Education Building
Office Hours: By appointment
Email: pcook@uwo.ca
Phone: (519) 661-2111 ext. 88625

Irene Melabiotis
PhD Candidate, Education Studies
Western University
ikaragio@uwo.ca

Shawna Lee
PhD Candidate, Education Studies
Western University
slee2259@uwo.ca

Calendar Copy: Learning, Teaching, & Development Basic concepts, principles, and theories of learning and human development that have direct applicability for teachers in classrooms. The course will examine the major concepts, theories and research of the field including such topics as learning, development, motivation, self-concept, assessment, information processing & problem solving, and creativity. Topics include establishing exemplary learning environments, selecting teaching strategies, differentiated instruction, universal instructional design, and the role of development in student transitions. On-Line (please see the course syllabus for on-line commitment and expectations.

Learning Outcomes:
1) To understand how students process and learn new information;
2) To understand what teachers can do to make the teaching and learning experiences more effective;
3) To know how to construct classroom environments that are conducive to excellent learning.
4) To know how to assess student learning.

Text:
**Evaluation:**

Final grades will be determined by:

- Two 40 question quizzes (25% each) posted on line (see course calendar for dates) 50%
- Forum Discussion (weekly on-line responses and discussion with assigned group) 40%
- Summative Evaluation – Mind Map, summary our course material, application to your 10%
- Teaching professional practice

**Syllabus**

<table>
<thead>
<tr>
<th>Week / Dates</th>
<th>Chapter</th>
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<tr>
<td>1 Sept 6-11</td>
<td>1- Early August: Planning for the Upcoming School Year</td>
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<td>2 Sept 12-18</td>
<td>2- Late August: Considering Developmental Differences</td>
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<td>3/4 Sept 19-Oct 2</td>
<td>3- First Week of School: Establishing a Positive Learning Environment</td>
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<td>5 Oct 3-9</td>
<td>4- Mid-September: Making Instructional Decisions</td>
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<td>6 Oct 17-23</td>
<td>5- Late September: Assessing Student Progress</td>
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<td>7 Oct 24-30</td>
<td>6- Early December: Individual Differences-Intellectual Abilities and Challenges</td>
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<tr>
<td>8 Oct 32-Nov 6</td>
<td>7- Early February: Socio-Cultural Considerations</td>
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<tr>
<td>9 Nov 7-13</td>
<td>8- End of School Year: Standardized Achievement Tests</td>
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Policy Statements:

Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf

ATTENDANCE: The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line: http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf

EXCUSED ABSENCES: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 2% per day, and will not be accepted more than 10 days after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf

Plagiarism: Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf
Plagiarism-Checking:

a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com)

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating

SUPPORT SERVICES

A variety of support services are available at Western.
If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernuscc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1166

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1166