

EDUC 5015Q

Learning, Teaching & Development

Instructor:

John Freer (Instructor)
E: TBD
Office Hours: by appointment

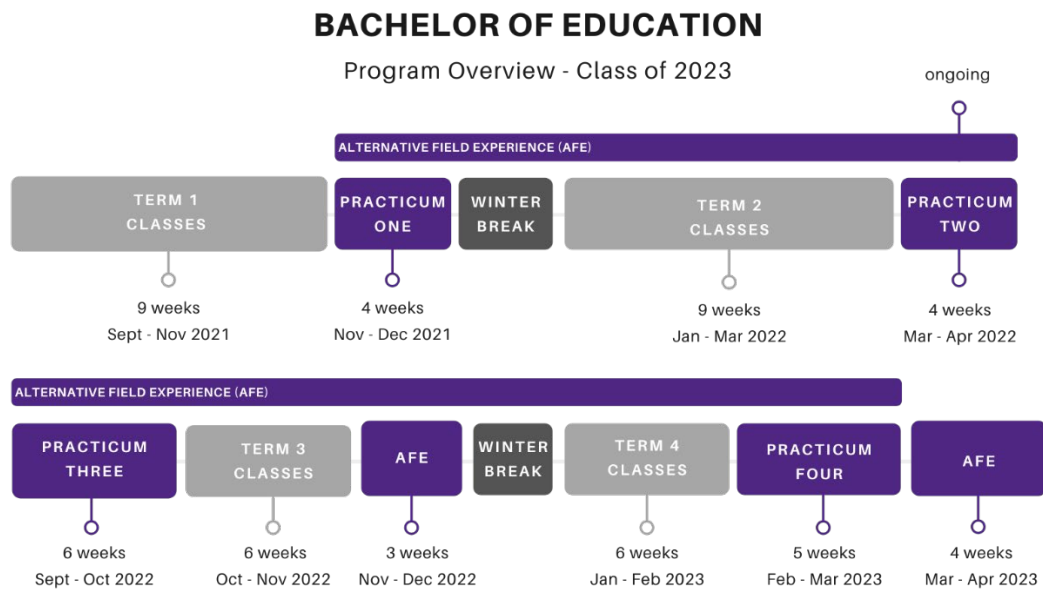
Deanna Friesen, PhD (Coordinator)
E: deanna.friesen@uwo.ca

Schedule:

Section 001: Asynchronous Online
Section 002: Asynchronous Online

Program Context:

This is a **Common Course** taken by Teacher Candidates during **Year 1, Term 1** of the Bachelor of Education.



Teaching, Learning & Development (EDUC 5015Q)

Basic concepts, principles, and theories of learning and human development as they apply to teaching. Topics include establishing exemplary learning environments, selecting teaching strategies, differentiated instruction, universal instructional design, and the role of development in student transitions. 2 hours per week, first term, .25 credit.

Description:

This course will consist of six learning modules over nine weeks. These modules include: 1) An Introduction to Educational Psychology, 2) Theories of Learning, 3) Cognitive Development, 4) Information Processing Theory, and 5) Student Motivation, and 6) Social, Emotional, and Moral Development. The course also includes regular Online Engagement Tasks (OETs) that are designed to help students apply their learnings to their own teaching practice.

Number of Credits : 0.25

Number of Weeks: 9

Week 1: What is Ed Psych?

- Introductions and Course Overview
- September 7-10: Module 1

Learning Activities

Type	Name	Description
		Prior to September 7: Review Course Syllabus
Reading	Week 1 Activities & Readings	https://www.verywellmind.com/what-is-educational-psychology-2795157 Introduction Video/Discussion Forum Post (Optional)

Week 2: Theories of Learning

- September 13-17: Module 2

Learning Activities

Type	Name	Description
Reading	Week 2 Activities & Readings	http://webspace.ship.edu/cgboer/genpsylearning.html http://www.nwlink.com/~donclark/hrd/bloom.html

Week 3: Theories of Learning

- September 20-24: Module 2 continued

Learning Activities

Type	Name	Description
Reading	Week 3 Activities & Readings	OET #1 due

Week 4: Cognitive Development

- September 27-October 1: Module 3

Learning Activities

Type	Name	Description
		http://webpace.ship.edu/cgboer/genpsypiaget.html
Reading	Week 4 Activities & Readings	https://vygotskyetec512.weebly.com/zone-of-proximal-development.html OET#2 due

Week 5: Information Processing Theory

- October 4-8: Module 4
- October 11-15: Reading Week

Learning Activities

Type	Name	Description
Reading	Week 5 Activities & Readings	https://www.simplypsychology.org/information-processing.html OET#3 due

Week 6: Student Motivation & Engagement

- October 18-22: Module 5

Learning Activities

Type	Name	Description
Reading	Week 6 Activities & Readings	https://cft.vanderbilt.edu/guides-sub-pages/motivating-students/

Week 7: Student Motivation & Engagement

- October 25-29: Module 5 continued

Learning Activities

Type	Name	Description
Reading	Week 7 Materials & Readings	OET #4 due

Week 8: Social/Emotional/Moral Development

- November 1-5: Module 6

Learning Activities

Type	Name	Description
Reading	Week 8 Materials & Readings	http://webpace.ship.edu/cgboer/genpsyerikson.html http://webpace.ship.edu/cgboer/genpsymoraldev.html

Week 9: Social/Emotional/Moral Development

- November 8-12: Module 6 continued
- November 15-December 10: Placement - Enjoy!

Learning Activities

Type	Name	Description
Reading	Week 9 Materials & Readings	OET #5 due

Assessment Activities

Type	Name	Description
Assignment	OET #1: Due September 24, 2021	<p>Teaching Analysis Video Online Engagement Topic #1</p> <p>In this online engagement task, you will be asked to create a 5-10-minute video featuring you teaching. You can teach something from your teachable subject or something outside the teaching profession (e.g., a skill that you have). Given the time frame, this should be something basic/introductory. What you teach might be something that is almost second nature to you at this point. Breaking down seemingly simple tasks is one of the finer points in teaching-- this will give you good practice for placement and beyond. I would like you to select a theory from Module 2's lecture on Theories of Learning to enhance your mini-lesson. Please take 1-2 minutes at the beginning of the video to explain which theory you selected and how it is applied in the video lesson. When you are complete the video, I would like you to submit it as an assignment. I expect that this online engagement task may take longer than some of the others -- please leave lots of time, as uploading speeds may vary.</p> <p>Optional: Please feel free to post your video in the discussion board and engage in dialogue with your peers.</p> <p>I recommend you create a YouTube account and upload your video to YouTube. It will be much easier to share the link this way. You MUST submit a video link and NOT a video file, as this takes too long to download when grading. You can select "unlisted" on YouTube, so it will not be searchable to anyone without the link. Additionally, once your video is graded and you have received feedback you may delete it. If you are uncomfortable with making a YouTube video, please inform the course GA as soon as possible and we can work out an alternative.</p>

Assessment Activities

Type	Name	Description
Assignment	OET #1: Notes	<p>Grading: Pass Revise and Resubmit Fail</p> <p>Please note:</p> <p>Download times can be lengthy depending on how large your file is. I highly recommend uploading the video (at least) the evening before it is due, so if something goes wrong you will have a day buffer. Upload times can exceed an hour in some cases, depending on your Internet connection. Additionally, uploading videos may use gigs on your home Internet, so be sure to watch the usage or use free wifi.</p> <p>Below you will find links to some helpful resources:</p> <p>How to make a YouTube Account: https://www.youtube.com/watch?v=b38ef8n1p4U</p> <p>How to make a YouTube Video: https://www.wikihow.com/Make-a-YouTube-Video AND https://www.lifewire.com/making-youtube-videos-1082488</p> <p>How to Make your YouTube Video Unlisted: https://www.youtube.com/watch?v=MnvlfKY300k</p> <p>.</p>

Assessment Activities

Type	Name	Description
		Concept or Mind Map Online Engagement Topic #2
		<p>Create a concept or mind map of any concept of your choosing. For a helpful video on how to get started, please see: https://www.youtube.com/watch?v=sZJj6DwCqSU . Your concept or mind map should include at least fifteen nodes with a connection between each node. Each connection must have an explanation for why the two nodes are connected. A sentence or 2 should suffice. You may work alone or in groups of up to three. If you choose to work in groups, be sure to make that clear in your submission.</p>
Assignment	OET #2: Due October 1, 2021	<p>Mindomo (https://www.mindomo.com) is a free online tool for creating mind/concept maps. Please ensure you use your UWO account and sign up for School Student Account. This will allow you to download and submit your mind/concept map. Alternatively, you could create your mind/concept map by hand (simply submit a photo or scan the document into a pdf submission). Please Note: we will need to be able to clearly see all elements.</p> <p>For information on the differences between concept and mind maps, as well as, the key parts of each please see: https://www.goconqr.com/en/blog/how-to-make-a-concept-map-using-goconqr/</p> <p>Grading: Pass Revise and Resubmit Fail</p> <p>.</p>

Assessment Activities

Type	Name	Description
Assignment	OET #3: Due October 8, 2021	<p>Sensation/Perception Cycle (Learning Narrative) Online Engagement Topic #3</p> <p>Within the lecture for the module on Information Processing Theory, you will be prompted to write a brief learning narrative using the sensation/perception cycle. Please submit this 'in-class' activity for OET#3.</p> <p>Grading: Pass Revise and Resubmit Fail</p> <hr/>
Assignment	OET #4: Due October 29, 2021	<p>Constructivist Activity Online Engagement Topic #4</p> <p>Develop a lesson activity that showcases a constructivist approach. This can be something you have developed for another class, but it needs to be your own. You may select from the activity examples provided in this learning module or develop/adopt/adapt a different approach. Your submission should clearly describe the context in which this activity would be applied and how. For example, include such information as: grade level, curriculum concepts, etc. It would not be enough to simply state that you are using 'Think-Pair-Share', you would have to describe how you would apply it. Please provide enough information that someone else could easily do this activity with their students. In addition to submitting your OET as an assignment, feel free to share in the discussion forum, so others can benefit.</p> <p>Grading: Pass Revise and Resubmit Fail</p> <hr/>

Assessment Activities

Type	Name	Description
Assignment	OET #5: Due November 12, 2021	<p>Ecological Theory Reflection Online Engagement Topic #5</p> <p>Within the lecture for the module on Social, Emotional, and Moral Development, you will be prompted to consider Bronfenbrenner's Ecological Theory and fill in the concentric circles with specifics from your childhood. You may put your childhood self at the center, a fictional child character, famous child, or a family member (with permission). More details will be provided in the learning module.</p> <p>Grading: Pass Revise and Resubmit Fail</p>

This course meets the following Course Outcomes:

Week 1: Teacher Candidates demonstrate an understanding of the relationship between well-being and development of all pupils.

Week 2: Teacher Candidates develop and understanding of how to develop an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners.

Week 3: Teacher Candidates demonstrate an understanding of the relationship between well-being and development of all pupils.

Week 4: Teacher Candidates demonstrate an understanding of the professionalism required of them to teach and support pupil learning and achievement.

Week 5: Teacher Candidates demonstrate an understanding of the professionalism required of them to teach and support pupil learning and achievement.

Week 6: Teacher Candidates demonstrate an understanding of the relationship between well-being and development of all pupils.

Week 7: Teacher Candidates create and refine their process of pedagogical documentation of

-a variety of effective teaching and assessment practices.

Week 8: Teacher Candidates identify strategies for communicating effectively with pupils, parents, and colleagues, and set goals to develop their own personal skills.

Week 9: Teacher Candidates demonstrate an understanding of the professionalism required of them to teach and support pupil learning and achievement.

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Support Services & Resources:



Health and Wellness
uwo.ca/health



Peer Support
westernusc.ca



Learning Skills
uwo.ca/sdc/learning



Indigenous Services
Indigenous.uwo.ca



Student Accessibility Services
sdc/uwo.ca/ssd



Writing Support
writing.uwo.ca



Financial Assistance
registrar.uwo.ca



Not sure who to ask?
Contact the Teacher Education Office at eduwo@uwo.ca