

EDUC 445: Individual Learning: Theories and Applications
Winter, 2024**Lab Information:**

In-person labs begin on Monday, January 8th, 2024, and will run every Monday and Friday until March 8, 2024. Please refer to your Student Centre for specific meeting information for your lab section. Learning tasks will be completed for both the plenary sections and the lab sections, so attendance at both your plenary and lab is important. **All Learning tasks will be graded by your lab instructor or TA team.**

Plenary Class Dates: Tuesday/ Thursday- January 8, 2024- March 8, 2024

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION:

Over the past 20 years, research has delved into the psychology and science behind teaching and learning. The effect of this burgeoning field of research, collectively and synergistically engaged across multiple disciplines, has been an ever-deepening, transformative understanding of knowing and learning in terms of embodied cognition and human consciousness. We are now able to consider the profound implications of these understandings for teaching.

This course entails a detailed consideration of contemporary understandings of the nature of individual learning and what this means for practices such as differentiated instruction and inclusive education. Teachers are expected to support a range of students in their classrooms. Hence, approaches to adapting and enhancing classroom contexts for students with diverse needs will be addressed. Accordingly, the course addresses three areas of focus. Focus A will introduce cognitive theories related to teaching and learning. Focus B considers student behaviors and how they may impact learning in the classroom. Focus C addresses students' and teachers' affect and how it affects their behaviors and cognition within a classroom. As students move through the course, the emphasis will move from individual learners towards working with collections and collectives of such learners in classroom teaching situations.

LEARNER OUTCOMES:

Students will be knowledgeable about:

- approaches for adapting classroom instruction and environments to meet the needs of diverse learners;
- theories of cognition, behavior, and affect to better suit the needs of individual learners;
- approaches that provide classroom learning opportunities that will increase student motivation and student achievement.
- readings and other activities, and how they apply to professional development with peers.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

REQUIRED RESOURCES:

- Alberta Education (2004). *Standards for special education*. Alberta Education. <https://open.alberta.ca/dataset/7d17d380-e56d-4ed0-bd3e-5e8628be84ac/resource/44926dd9-5c55-4ba4-8692-4d156570dfb3/download/2882799-2004-standards-special-education-amended-june-2004.pdf>
- Alberta Education (2006). *Individualized program planning*. Alberta Education. <https://education.alberta.ca/media/384992/individualized-program-planning-2006.pdf>
- Alberta Education (2008). *Supporting positive behavior in Alberta schools: A classroom approach*. Alberta Education. <https://open.alberta.ca/dataset/a2354893-636c-497e-b3c3-ef44f00e8906/resource/ffea3e17-38b4-40bd-a3a6-c82b977a5214/download/supporting-positive-behaviour-classroom.pdf>
- Boonstra, K. E. (2021). Constructing “behavior problems”: Race, disability, and everyday discipline practices in the figured world of kindergarten. *Anthropology & Education Quarterly*, 52(4), 373–390. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/aeq.12374>
- Council for Inclusive Education (2016). *BOATS: Behavior, observation, assessment, teaching, strategies* (3rd ed.). The Alberta Teachers’ Association. <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/PD-224-BOATS%20Book-2016%2009.pdf>
- Five Moore Minutes. (2018, October 1). *The evolution of inclusion: The past and future of education* [Video]. YouTube. <https://youtu.be/PQgXBhPh5Zo>
- Five Moore Minutes. (2019, January 7). *Inclusion 2.0: Teaching to diversity* [Video]. YouTube. https://youtu.be/rO3_UYaz1HE
- Five Moore Minutes. (2019, May 6). *See ya later S.M.A.R.T. goals!* [Video]. YouTube. <https://youtu.be/0OrntS8NrUY>
- Geake, J. (2008). Neuromythologies in education, *Educational Research*, 50(2), 123-133. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00131880802082518>
- LUNA Child and Youth Advocacy Centre. *Being trauma aware* [e-learning program]. <https://trauma.respectgroupinc.com/>
- Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4603679>
- Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion*. Portage & Main Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4832579>
- Sousa, D. A. (2011). Mind, Brain, and Education: The Impact of Educational Neuroscience on the Science of Teaching. *Learning Landscapes*, 5(1), 37-43. <https://www.learninglandscapes.ca/index.php/learnland/article/view/Commentary-Mind-Brain-and-Education-The-Impact-of-Educational-Neuroscience-on-the-Science-of-Teaching/529>
- Alberta Teachers’ Association (2021). *Inclusive education in Alberta classrooms and schools*. Alberta Teachers’ Association. <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/PD-170-1b-Inclusive-Ed-in-AB-Schools-Research-Report-web.pdf>
- Your Alberta. (2019, February 28). *Inclusive education video series: Differentiated instruction* [Video]. YouTube. <https://youtu.be/BxZfvQiE6TY>

ADDITIONAL RESOURCES:

- Alberta Education (2008). *Supporting positive behavior in Alberta schools: An intensive individualized approach*. Alberta Education. Retrieved from <https://open.alberta.ca/publications/9780778564232>
- Alberta Education (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*. Alberta Education. <https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf>
- Alberta Education. (2017). *Supporting English language learners: Printable benchmarks documents and division level summaries*. Alberta Education. https://www.learnalberta.ca/content/eslapb/printable_benchmarks.html

- Alberta Education (2021). *Special education coding criteria, 2021/22: Early childhood services to grade 12; mild/moderate, gifted and talented, and severe*. Alberta Education. <https://open.alberta.ca/dataset/ee2ccea8-97fe-41a1-aa11-ed9f21421364/resource/ceb40d84-c1fe-4f48-aa0c-16069fbd5c32/download/edc-special-education-coding-criteria-2021-2022.pdf>
- Alberta Learning (2002). *Unlocking potential: Key components of programming for students with learning disabilities*. Alberta Learning. <https://open.alberta.ca/dataset/081131cd-a18b-4ae2-900d-447818c5ca5a/resource/1f26966f-a649-4af3-94dd-2ba68dd09cb6/download/unlocking-potential-programming-for-students-learning-disabilities-2002.pdf>
- Canadian Psychological Association (2002). *Enhancing the experience of children and youth in today's schools: The role of psychology in Canadian schools*. Canadian Psychological Association. http://www.cpa.ca/cpsite/UserFiles/Documents/publications/school_1.pdf
- Carless, D. & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02602938.2018.1463354>
- Connor, D. J. (2007). Jarrel: “We see things differently, we learn things differently.” In *Urban narratives: Portraits in progress—Life at the intersections of learning disability, race, & social class* (pp. 105–133). Peter Lang Publishing. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=39555401&site=ehost-live>
- Rodrogi-Ruiz, D. (2016). Effects of teachers’ emotions on their students: Some evidence. *Journal of Education and Social Policy*, 3(4), 73-79. http://jespnet.com/journals/Vol_3_No_4_October_2016/8.pdf

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	Laboratory Tasks	Group & Individual	20%	As noted below
Learning Task #2	Individualized Program Plan	Group	30%	Part A – Jan. 22 Part B – Feb. 05
Learning Task #3	Universal Design for Learning Lesson Plan Explanation	Individual	30%	Feb. 26
Learning Task 4	Critical Reflection	Individual	20%	Mar. 4

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 Jan 8-12	<ul style="list-style-type: none"> • Introduction • Inclusive Education 	Readings <ul style="list-style-type: none"> • Alberta Teachers' Association (2021) - Inclusive Education in Alberta Classrooms and Schools 2021 • Moore (2016) - One without the other, Part 1 (Chapters 1-4) • Your Alberta (2019) - Inclusive education video series: Differentiated instruction • Five Moore Minutes (2018) - The Evolution of Inclusion • [Optional] Moore (2016) - One without the other, Part 2 • [Optional] Connor (2007) - Jarrel: "We see things differently; we learn things differently." Tasks Review the IPP cases	What does inclusion mean to me? Submit Week 1 Lab Task
Week 2 Jan 15-19	IPP Part B	Readings <ul style="list-style-type: none"> • Alberta Education (2004) - Standards for Special Education • Alberta Education (2006) - IPP <ul style="list-style-type: none"> ○ Chapter 1 - Working Through the IPP Process ○ Chapter 8 - Planning for Transitions • Five Moore Minutes (2018) - Inclusion 2.0: Teaching to Diversity • [Optional for Secondary]: Alberta Children and Youth Initiative (2008) - Transition Planning Protocol for Youth with Disabilities Tasks Draft IPP Part A prior to Lab	Discuss and complete IPP Part A
IPP Part A due Monday, January 22, 2024			
Week 3 Jan 22-26	IPP Part B	Readings <ul style="list-style-type: none"> • Alberta Education (2006) - IPP <ul style="list-style-type: none"> ○ Chapter 7 - Making Goals Meaningful, and Manageable ○ Chapter 2 - Encouraging Parent Involvement • Five Moore Minutes (2019) - See Ya Later S.M.A.R.T. Goals! • Council for Inclusive Education (2016) - BOATS <ul style="list-style-type: none"> ○ Teaching (pp. 49-59) Thursday -Mental Health- supporting our struggling students	Guided lab on developing IPP goals and objectives Submit Week 3 Lab Task

Week 4 Jan 29 Feb 2	Disability Studies Guest Speaker: Psychologist:	Readings <ul style="list-style-type: none"> • Boonstra (2021) - Constructing “behavior problems” • Guest speaker: Supporting complexities in the classroom- Enhancing the Experience of Children and Youth in Today’s Schools: The Role of Psychology in Canadian Schools Tasks <ul style="list-style-type: none"> • Draft IPP Part B prior to Lab 	Discuss and complete IPP Part B
IPP Part B due Monday, February 05, 2024			
Week 5 Feb 5-9	Neuromyths Guest Speaker TA	Readings <ul style="list-style-type: none"> • Geake (2008) - Neuromythologies in Education Sousa (2011) - Mind, Brain, and Education 	Applying Research-Informed Practices in the Classroom Submit Week 5 Lab Task
Week 6 Feb 12-16	<ul style="list-style-type: none"> • Diversity in the Classroom • Universal Design for Learning • Supporting Culturally and Linguistically Diverse Students 	Readings <ul style="list-style-type: none"> • Meyer, Rose, & Gordon (2014) - Universal Design for Learning: Theory and Practice, Chapters 4-6 (pp. 83-156) • [Recommended] Alberta Education (2017) - Supporting English language learners, ELL benchmarks • [Recommended] Alberta Education (2021) - Special education coding criteria Tasks <ul style="list-style-type: none"> • Review the (LT3) UDL Class Profiles Draft UDL Lesson Plan Explanation. 	Discuss and complete UDL Lesson Plan Explanation
Week 7 Feb 18-24	Term Break, No Classes		
UDL Lesson Plan Explanation due Monday, February 26, 2024			
Week 8 Feb 26- Mar 1	Emotions and Behaviors in the Classroom Guest Speaker: Behavioral Consultant	Readings <ul style="list-style-type: none"> • Council for Inclusive Education (2016) - BOATS <ul style="list-style-type: none"> ○ Introduction (pp. 3-19) ○ Behaviour (pp. 20-28) • Alberta Education (2008) - Supporting Positive Behaviour in Alberta Schools - A Classroom Approach <ul style="list-style-type: none"> ○ Introduction (pp. 1-3) ○ Key Element 1: Positive Relationships (pp. 5-10) 	Emotions and Learning: Task and Discussion Submit Week 8 Lab Task
Critical reflection due Monday, March 4, 2024			

Week 9 Mar 4-8	Recognizing, Responding and Reporting Suspected Child Abuse/Supporting Trauma through a Trauma-Informed Lens Guest Speakers: LUNA child and youth advocacy centre	Readings LUNA Child and Youth Advocacy Centre - Being Trauma Aware (5-module course with certificate of completion for teaching portfolio- optional available on LUNA website.)	Submit Week 9 Lab Task
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CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course. All tasks must be completed to pass the course. Resubmissions of Learning Tasks are not permitted.

1. LEARNING TASK 1: Laboratory Tasks (30%) - Due: Fridays by the end of your laboratory session or otherwise indicated by your lab instructor.

Laboratories run every week and the following sessions also require a submission for grading and are worth 5% each:

- Week 1 Lab Task: January 12
- Week 3 Lab Task: January 26
- Week 5 Lab Task: February 9
- Week 8 Lab Task: March 1
- Week 9 Lab Task: March 8

During lab sessions with a submission component, you will complete an activity and submit it to the D2L Dropbox by the end of your scheduled lab session. All lab sessions are intended to,

- Provide a time and space for you to engage and discuss key course concepts with peers,
- Enable the teaching team to provide you with formative feedback.

Your Lab Instructor will assess Learning Task 1 submissions based on completion. Phrased differently, we are not looking for *right answers*, we are looking for meaningful engagement with course content. Your Lab Instructor will assess all labs.

2. LEARNING TASK 2: Individualized Program Plan (30%)

- **Part A Due:** January 19: 10% of course mark
- **Part B Due:** February 1: 20% of course mark

In this task, you will create an Individualized Program Plan (IPP) using one of the provided student cases and templates. Working in small groups, you will select one of the student cases and develop a comprehensive IPP that aligns with Alberta Education standards to support the student's needs. This task is split into two parts so you can receive formative feedback to strengthen the overall IPP:

- **Part A - Interpreting a Psychoeducational Assessment Report**
 - Working in groups of 5-6, select a student case and use the corresponding psychoeducational assessment

report to create an IPP (as indicated on the template).

- **Part B – Developing Goals and Objectives**

- Working in groups of 2-3, revise your IPP based on formative feedback and develop meaningful and robust goals and objectives for your student case. You will also complete the remaining sections of the IPP (as indicated on the template).

Please refer to the detailed instructions and rubric for this task posted on D2L. **Your Lab Instructor will assess Learning Task 2 (Parts A and B).**

3. LEARNING TASK 3: Universal Design for Learning Lesson Plan Explanation (30%)

Due: February 16

Working individually, you will select a class profile and write a paper explaining how you will implement the principles of Universal Design for Learning (UDL) in a lesson plan to support the learning needs of all students in the class. Unlike an IPP, which is targeted for a specific student, you must now think at a class-wide level to explain how your chosen lesson plan can leverage UDL to proactively support the learning of a range of students with diverse learning needs. Keep in mind that UDL is not a collection of individual supports/strategies in a shared space, but a wholistic, student-centred approach to foster life-long learning.

The provided class profiles are based on authentic classrooms found in Alberta schools. They include typically achieving students, students with Individualized Program Plans, students with Learner Support Plans, English language learners, high achieving students, and students with other identified needs, all of which you will need to consider in the lesson planning process. Please refer to the detailed instructions and rubric for this task posted on D2L. **Your lab instructor will assess Learning Task 3.**

4. Learning Task 4 Individual (20%)

Due March 4th.

The Critical Reflection task is to be completed individually and is intended for you to critically reflect on the plenaries, readings, and course topics. This reflection is worth 20% and is to be submitted via the D2L Dropbox. In this task you are expected to,

- Critically reflect upon and build knowledge by synthesizing ideas from across multiple sources (summarizing course content is insufficient),
- Consider and integrate your perspectives and relevant experiences, and
- Demonstrate understanding by going beyond course content (e.g., lectures, readings) and by articulating personal insights and (potential) implications for your teaching practice.

The submission should fall in the range of 700 words. Please refer to the detailed instructions and rubric for this task posted on D2L **Your assigned TA under the guidance of the plenary instructor will assess LT 4**

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

***PLEASE NOTE THAT ALL ASSIGNMENTS ARE EXPECTED TO BE THE ORIGINAL WORK OF THE STUDENT AND STUDENTS ARE NOT TO EMPLOY TEXT GENERATION SOFTWARE (FOR EXAMPLE, CHATGPT).**

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments

during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit
<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.