

**EDUC 445: Individual Learning: Theories and Applications**  
**Winter 2024: Community-based Program**

**Instructor Office Hours:** By appointment only.

**Class Dates:** January 8 – 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.

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

**Synchronous Seminars:**

Each week a synchronous session will be held for 1.5 hours. Although these sessions will be recorded, attendance is mandatory. Individual or small group synchronous sessions may be scheduled as needed.

**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 positioned 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 who will be in their classroom. Hence, approaches to adapting and enhancing classroom contexts for students with diverse needs will be addressed. The course explores cognitive theories related to teaching and learning, considerations of student behaviours and how they may impact learning in the classroom, and examines students' and teachers' affect and how it affects their behaviours and cognition within a classroom. As students move through the course, the emphasis will shift between individual learners towards working with collections and collectives of such learners in classroom teaching situations.

**LEARNER OUTCOMES:**

Students will be knowledgeable about:

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

**COURSE DESIGN AND DELIVERY:**

This course will take place online via Desire2Learn (D2L) and Zoom. Desire2Learn (D2L) will be used to post class resources, including links to readings and resources, and as a site for ongoing dialogue. To access

the course in D2L, you are required to enter your IT username and password. An active University of Calgary email address is also required/expected. Synchronous sessions and any student meetings will be facilitated using Zoom.

**REQUIRED OR REFERENCE READINGS:**

Alberta Children and Youth Initiative (2008). *Transition planning protocol for youth with disabilities*.

Alberta Education (2006). Individualized Program Planning. Edmonton, Alberta: Alberta Education. Retrieved from <https://education.alberta.ca/media/384992/individualized-program-planning-2006.pdf>

Alberta Education (2008). Supporting positive behavior in Alberta schools: A classroom approach. Edmonton, Alberta: Alberta Education. Retrieved from <https://open.alberta.ca/dataset/a2354893-636c-497e-b3c3-ef44f00e8906/resource/ffea3e17-38b4-40bd-a3a6-c82b977a5214/download/supporting-positive-behaviour-classroom.pdf>

Alberta Education (2010). Chapter 1 Differentiated instruction: An introduction. In Alberta Education, *Making a difference: Meeting diverse learning needs with differentiated instruction*, (pp. 1-12). Edmonton, Alberta: Alberta Education. Retrieved from <https://open.alberta.ca/publications/9780778586012>

Alberta Education (2010). *Standards for special education*. Edmonton, Alberta: Alberta Education. Retrieved from <https://open.alberta.ca/publications/0778537781>

Canadian Centre for Child Protection. (August, 2014). *Child Sexual Abuse: It is your business*. Winnipeg, Manitoba: Canadian Centre for Child Protection Inc. Retrieved from [https://protectchildren.ca/pdfs/C3P\\_ChildSexualAbuse\\_ItIsYourBusiness\\_en.pdf](https://protectchildren.ca/pdfs/C3P_ChildSexualAbuse_ItIsYourBusiness_en.pdf)

Connor, D. J. (2007). 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). New York, NY: Peter Lang Publishing. Retrieved from <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=39555401&site=ehost-live>

*\*E-book licence permits only one online user at a time; please download ahead of schedule to avoid access issues.*

Council for Inclusive Education (2017). BOATS: Behavior, observation, assessment, teaching, strategies (3rd ed.). Edmonton, Alberta: The Alberta Teachers' Association. <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/PD-224-BOATS%20Book-2016%2009.pdf>

Froese-Germain, B. (2014) Work-Life Balance and the Canadian Teaching Profession. *Canadian Teacher Federation: Research and Information*. Retrieved from <https://files.eric.ed.gov/fulltext/ED546884.pdf>

Luna Child and Youth Advocacy Centre (2021). *Being trauma aware: Making a difference in the lives of children and youth*. <https://trauma.respectgroupinc.com/>

Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4603679>

Oehlberg, B. (2008). Why schools need to be trauma informed. *Trauma and Loss: Research and Interventions*,

8(2). Retrieved from

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=35690649&site=ehost-live>

Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153-189. doi: 10.3102/0034654307313795. Retrieved from <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.3102/0034654307313795>

Valiente, C., Swanson, J., & Eisenberg, N. (2012). Linking students' emotions and academic achievement: When and why emotions matter. *Child Development Perspectives*, 6(2), 129-135. doi:10.1111/j.1750-8606.2011.00192.x. Retrieved from <https://srcd-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1750-8606.2011.00192.x>

### **Other Helpful Readings:**

Alberta Education (2022). Special Education Coding Criteria 2022/23. Retrieved from <https://open.alberta.ca/dataset/ee2ccea8-97fe-41a1-aa11-ed9f21421364/resource/a9a6f7cb-db81-4196-977d-025b206a1f4c/download/edc-special-education-coding-criteria-2022-23.pdf>

Alberta Education (2008). Supporting positive behavior in Alberta schools: An intensive individualized approach. Edmonton, Alberta: Alberta Education. Retrieved from <https://open.alberta.ca/publications/9780778564232>

Alberta Government. (2017). Supporting English language learners: Printable benchmarks documents and division level summaries. Retrieved from [https://www.learnalberta.ca/content/eslapb/printable\\_benchmarks.html](https://www.learnalberta.ca/content/eslapb/printable_benchmarks.html) (read grade levels selected for Learning Task 4 scenario)

Centre for ADHD Awareness Canada. (2018). *ADHD Symptoms, Impairments and Accommodations in the Elementary School Environment*. Retrieved from <https://caddac.ca/wp-content/uploads/Elementary-Impairment-Accomm-chart-with-check-boxes-FINAL-1.pdf>

Centre for ADHD Awareness Canada. (2018). *ADHD Symptoms, Impairments and Accommodations in the High School Environment*. Retrieved from <https://caddac.ca/wp-content/uploads/Secondary-School-Impairment-Accomm-chart-with-check-boxes-FINAL.pdf>

Centre for ADHD Awareness Canada. (2018). Teaching Strategies for Typical ADHD & Executive Functioning Impairments. Retrieved from <https://caddac.ca/wp-content/uploads/EF-and-ADHD-Teaching-Strategies-Accommodations-FINAL2018-2.pdf>

Centre for ADHD Awareness Canada. (2020). *Types of Classroom Accommodations*. Retrieved from <https://caddac.ca/wp-content/uploads/Types-of-Classroom-Accommodations.pdf>

Roessingh, H. (2018). Unmasking the early language and literacy needs of ELLs. *BC TEAL Journal*, 3(1), 22 – 36. <https://ojs-o.library.ubc.ca/index.php/BCTJ/article/view/276>

Rosebery, A. S. (2005). What are we going to do next? Lesson planning as a resource for teaching. In R. Nemirovsky, A. S. Rosebery, J. Solomon, & B. Warren (Eds.), *Everyday matters in sciences and mathematics: Studies of complex classroom events* (pp. 299–327). Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=255609&ppg=310>

**WEEKLY COURSE SCHEDULE:**

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

<u>Date</u>	<u>Topic</u>	<u>Content to Review</u>	<u>Reference Material</u>
<b><u>Week 1:</u></b> January 8-14	<b>Introduction to EDUC 445, Inclusive Education &amp; Reading a Psych-Ed Report</b>	1) Inclusive Education and Psychological-Educational Reports Video Post 2) Two Case Studies 3) Lab case study	4) Connor, 2007 5) Alberta Education, 2010 – Chapter 1
<b><u>Week 2:</u></b> January 15-21	<b>Individualized Program Plan – Part A</b>	1) IPP Part A Video Post 2) Lab case study 3) <i>[Elementary]</i> Alberta Education, 2006 - Chapter 8 4) <i>[Secondary]</i> Alberta Children and Youth Initiative, 2008	5) Alberta Education, 2010 - Standards for Special Education 6) Alberta Education, 2006 - Chapter 1 - Working Through the IPP Process
<b><u>IPP Part A – Due Sunday, January 21, before 11:59pm MST</u></b>			
<b><u>Week 3:</u></b> January 22-28	<b>Individualized Program Plan - Part B</b>	1) IPP Part B Video Post 2) Alberta Education, 2006 - Chapter 7	3) Alberta Education, 2006 - Chapter 2
<b><u>Week 4:</u></b> January 29 - February 4	<b>Providing Formative Feedback</b>	1) Formative Feedback Video Post	2) Shute, 2008
<b><u>Week 5:</u></b> February 5-11	<b>Handling Behaviours &amp; Emotions in the Classroom</b>	1) Behaviour & Emotions Video Posts 2) Valiente et al., 2012	3) Alberta Education, 2008 4) Council for Inclusive Education, 2017 - Behaviours, Teaching, and Strategies chapters
<b><u>IPP Part B &amp; Parent Summary– Due Sunday, February 11, before 11:59pm MST</u></b>			
<b><u>Week 6:</u></b> February 12-18	<b>Universal Design for Learning</b>	1) UDL Video Post 2) Meyer, Rose, & Gordon, 2014 – Chapter 4	3) Meyer, Rose, & Gordon, 2014 - Focus on chapters 5-7 although all material is relevant and easy to read!
<b><u>Week 7:</u></b> February 19-26	<b>Reading Week – No classes</b>		
<b><u>Week 8:</u></b> February 26 - March 3	<b>Trauma in Schools and Supporting Teacher Wellness</b>	1) Luna Modules 2) Oehlberg, 2008 3) Canadian Centre for Child Protection, 2014	
<b><u>UDL Lesson Plan Explanation – Due Sunday, March 3, before 11:59pm MST</u></b>			
<b><u>Week 9:</u></b> March 4 - 8	<b>Wrap Up, Teacher Wellness, and Luna</b>	1) Teacher Wellness Video Posts 2) Froese-Germain, 2014	

**LEARNING TASKS AND ASSESSMENT**

There are four required Learning Tasks for this course.

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Task #1	Asynchronous Video Post Quiz	Individual	20%	Weekly (Weeks 1-8), Sunday by 11:59pm
Task #2	Individualized Program Plan – Part A	Group	15%	Sunday, January 21, 11:59pm
Task #3	Individualized Program Plan – Part B	Group	20%	Sunday, February 11, 11:59pm
Task #4	Individualized Program Plan – Parent Summary	Individual	20%	Sunday, February 11, 11:59pm
Task #5	Universal Design for Learning Lesson Plan Explanation	Group	25%	Sunday, March 3, 11:59pm

**LEARNING TASK 1: Asynchronous Video Post Quiz – 20% of course mark**

- **DUE:** Weekly (weeks 1-8) by Sunday 11:59pm

Students are to watch the Video Posts (Lectures) each week and complete a quiz. These quizzes are designed to serve multiple purposes – but their three principal uses are (1) to provide the teaching team with feedback to inform subsequent emphases and activities, (2) to conduct formative assessments to provide global feedback on interpretations of key concepts, and (3) to gather information to provide broad-brushstroke portraits of the group’s collective progress.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1:** Your grade on this task will be based on the number of correctly answered questions.

**LEARNING TASK 2, 3, & 4: Individualized Program Plan**

- Part A: Constructing an Individualized Program Plan (10% of course mark)
  - **DUE:** Sunday, January 21, 11:59pm
- Part B: Revising IPP and Designing Measurable Goals and Objectives (20% of course mark)
  - **DUE:** Sunday, February 11, 11:59pm
- Parent Summary (20% of course mark)
  - **DUE:** Sunday, February 11, 11:59pm

This assignment is intended to provide students with an opportunity to write an individualized program plan. Students will use various resources that teachers would typically have access to in most classrooms to develop a plan. This assignment is split into two parts so that students may make use of formative feedback provided during the development process to create a strong plan. For Part A students will be required to write a portion of the plan using case study information to input necessary components of an IPP that meet Alberta standards. Part B will allow students to revise their IPP assignment using the Initial feedback provided from part A, and to complete the remaining sections of the individualized program plan. The parent summary is an individual task in which you

are to summarize the full IPP as if you were discussing it with a parent. Please refer to the Individualized Program Plan handout and rubric, located in D2L, for full details and rubric for this learning task. This learning task will be marked by the instructors.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2:** Please see the Individualized Program Plan Part A, Part B, and Parent Summary rubrics for details.

#### Part A

- Medical Conditions that Impact Schooling
- Assessment Data
- Current Level of Performance and Achievement
- Student Strengths
- Student Areas of Need
- Required Classroom Accommodations
- Planning for Transition
- Professional & Writing Style

#### Part B

- Part 1 Profile - revised
- Long-Term Goal (x2)
- Short-Term Objective A B, & C (x2)
- Assessment Procedure A, B, & C (x2)
- Strategies to Support Objectives (x2)
- Overall Quality (x2)
- Parent Summary (\*submitted individually)
- Professional & Writing Style

#### **LEARNING TASK 5: Universal Design for Learning Lesson Plan Explanation - 25% of course mark**

- **DUE:** Sunday, March 3, 11:59pm

Students will be given a scenario of a classroom that presents learning, behavioral, and emotional challenges which draw of the different areas from the course. Using the information presented in a scenario, students will be asked to write a short paper describing how a lesson plan differentiates, or could be differentiated, to meet the diverse needs of the students in the class. This assignment is intended to provide students with the opportunity to consider using the individualized and differentiated learning theories previously discussed in a classroom environment. Please refer to the Universal Design for Learning Lesson Plan Explanation handout, located in D2L, for full details and instructions for this learning task. This learning task will be marked by the instructors.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 4:** Please see the Universal Design for Learning Lesson Plan Explanation Rubric for details.

- Incorporate Universal Design for Learning (UDL) Principles
- Meets the needs of all the students in the classroom (IPP, ELL, LSP, and uncoded)
- Professional & Writing Style

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#### **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 except for 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. If contact is made to the instructor after a learning task is submitted, there will be little opportunity for the instructor to intervene.

### **GRADING**

<b>Grade</b>	<b>GPA Value</b>	<b>%</b>	<b>Description per U of C Calendar</b>
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](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Elsa Stokes, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).