Columbia College

Approaches to Learning (EAPR151)

Lecture 1

Course Outline

Semester Dates: March 18, 2024 to April 20, 2024

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to decide to be present at the rescheduled class.

Facilitator: Caitlin Watters R. Psych	Email: caitlin.watters@columbia.ca
Class Time: Tuesdays 5:30PM – 9:30PM; Saturdays 8:30AM to 12:30PM)	Room: EAPR151 Microsoft Teams Invites and EAPR151 Moodle Page
Credit: 3	Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course is designed to help students gain an understanding of the learning process. The course will focus on helping students to understand how children learn. Emphasis will be placed upon learning modalities and styles. There will also be an examination of theories of child development, behavioural, cognitive, and social approaches, teaching and learning, intelligence, socio-cultural diversity, exceptionalities, and motivating students to learn. Prerequisite: None

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Identify and discuss different ways that students learn.

- Develop an understanding of how individuals develop cognitively, physically, emotionally, and socially and how these aspects work together to impact behavior and learning.

- Identify how educators can accommodate for the diversity of students in an educational setting.

- Describe how educational research in the areas of behavioral, cognitive, and constructivist perspectives of learning and motivation can enhance educational practice.

- Understand and evaluate various learner centered approaches to planning and instruction.

- Define student motivation and identify factors that influence it.

- Begin to develop an understanding of assessment instruments and their interpretations.

- Identify the attitudes and skills of effective instruction.

- Understand, compare, and evaluate various cooperative learning approaches.

- Identify the stages of cognitive development and adjust approaches to learning accordingly.

- Identify strategies to improve learner's social skills and prosocial behaviours.

- Describe, analyze, and compare learning and thinking styles.

- Understand and explain the concepts and theories of intelligence.

Course Format

This 45-hour remote course uses a variety of online teaching/learning methods including discussion, personal reflection, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The online classroom provides you with a space where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in online class discussions and asynchronous activities in addition to taking responsibility for your own learning while being a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to the online class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the online classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you tend to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Santrock, J.W. (2021). *Educational Psychology: theory and application to fitness and performance, seventh Canadian edition*. New York, NY: McGraw-Hill Education.

Also, use other academic sources like Google Scholar.

Further Recommended Readings and Resources:

To be assigned by facilitator

Homework Assignment Due for the First Class:

1.   Read this course outline and be prepared to discuss in class.

2.   Read Chapter 1 (*Educational Psychology*) and Chapter 1 (*Making A Difference*).

3.   As a result of your reading assignment, write down at least three (3) questions that you would find beneficial to discuss in class.

4.   Prepare for a test on the assigned readings.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests	Classes 1 through 10	20%
Asynchronous Activities	Classes 4, 6 & 8	15%
Assignment 1 Forums	Class 3 & 5	10%
Assignment 2 Reflection on Educational Theory	Class 7	25%

Assignment 3
        Final Project – Case Study 20%
        Reflection on Case Study- 10%
	Class 10	30%

Please note that all homework and assignments are due at 11:59PM on the due date unless otherwise noted.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments will be assessed a marking penalty of 5% per working day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Microsoft Teams General Channel and from Department Chair.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:
- be respectful and courteous toward others.
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies.
- manage any personal stress and conflict in a positive and resourceful manner and assist others to do the same.
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program.
- conduct themselves in a professional manner about their communication with others and their behavior in class.
- conduct themselves with academic integrity in all their learning activities, tests, exams, and assignments.
- Keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177).*

Students with Temporary or Permanent Disabilities or Medical Conditions:

Students with temporary or permanent disabilities or Medical Conditions may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Student Accommodation Policy (ADM-P188) and Student Guide to Accessibility Services (SSCM-001).*

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check your Columbia College email daily for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	• Course Outline • Tool for Effective Teaching	• Course Outline • Chapter 1
2	• Cognitive and Language Development • Social Contexts and Socioemotional Development	• Chapter 2 • Chapter 3
3	• Individual Variations • Learners who are exceptional	• Chapter 4 • Chapter 6 • **Moodle Forum #1 Due**
4	• Sociocultural Variations	• Chapter 5 • **Asynchronous Activity #1**
5	• Behavioral and Social Cognitive Approaches • The Information-Processing Approach	• Chapter 7 • Chapter 8 • **Forum #2 Due**
6	• Complex Cognitive Processes • Social Constructivism	• Chapter 9 • Chapter 10 • **Asynchronous Activity #2**
7	• Learning and Cognition in the Content Areas • Planning, Instruction, and Technology	• Chapter 11 • Chapter 12 (NOTE: Learning Objective 4 only) • **Assignment 2 Due**
8	• Motivation, Teaching, and Learning	• Chapter 13 • **Assignment 2 Sharing** • **Asynchronous Activity #3**
9	• Managing the Classroom • Standardized Tests	• Chapter 14 • Chapter 15
10	• Course Evaluation • Course Overview/Recap of learning • Final Project Support	• **Final Project Due**

Appendix 1
Assignment Outlines
Please note: Students must complete all assignments, tests, and final projects in order to pass this course.

Daily Tests
Due Date: Each class from classes 1 through 10.
Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.
All tests are:
- Available on Moodle from 8:30 AM on the day of the class to 11:59 PM the following day.
- There will only be one attempt on all Daily Tests.
- There will be a 30-minute time-limit (unless otherwise noted in Moodle).

Asynchronous Activities
Due Date: Classes 4, 6 & 8
Weight: 15%

Asynchronous activities are those that take place outside of the live lecture/class time. They are intended to build upon critical thinking skills based on material connect to or assigned for that day. Activities are assigned at the conclusion of a live lecture with explicit directions and completion dates. Facilitator support is available should there be any queries.

Asynchronous activities may include but are not limited to:
- Completion of Worksheet/problems- independent and/or collaborative
- Case study review and assessment
- Video responses
- Microsoft Forms
- Microsoft Padlet

Assignment #1 Forum Responses
Due Dates: Classes 3 & 5
Weight: 10%

Forum #1- See Moodle/Portal Class 3 for Forum for details.
Forum #2- See Moodle Portal Class 5 for Forum for details.

Each student will be required to participate in online discussion forum questions throughout the course. These discussion forums questions can be accessed from the Course Moodle website or Teams. The facilitator will post questions relating to the class topic for discussion. Each student should *respond thoughtfully at least once to their classmates*. Responses must be at least **250 words** to receive a grade. Students will be evaluated according to the **Discussion Forum Rubric** attached.

Assignment 2: Reflect on an Educational Theory
Due Date: Class 7
Weight: 25%

Students will be required to create a visually appealing, two-page handout summarizing the theory of one of the educational theorists below:

- Jean Piaget
- Lev Vygotsky
- Howard Gardner
- B.F. Skinner
- Albert Bandura

Students will be evaluated according to the attached rubric**: Reflection on an Educational Theory Rubric**

In addition to the handout, students will also complete a reflection based on the following ideas in Class 8:

a) Present your pamphlet in your assigned breakout space.
b) Explain why you picked this particular theory and theorist.
c) Detail the importance of learning about these educational theories.
d) Reflect on your experience of this assignment: this will be a shared exercise in Class 8.

Assignment 3: Analysis of a Case Study
Due Date: Class 10
Weight: 30%
Part A: Case Study Analysis – 20%
Part B: Personal Reflection on Case Study 10%

Part A:

Students will read over the following case study and will then be required to complete a case study analysis using the following questions as a guide:

- Identify the main issue/problem/key ideas.
- Provide an analysis and interpretation of the issue.
- Draw a clear conclusion and identify implications.
- Demonstrate problem solving skills by showing what your responsibility as an EA could be in this situation.
- Show a strong working knowledge and understanding of Educational Psychology.

Students will be assessed using the attached Analysis of a **Case Study Rubric** and are required to support their analysis with evidence from both class texts.

Case Study:

Jack is 7 years old and in mainstream public school.

He has difficulties understanding language, particularly:

- Long and complex sentences
- Certain words, particularly relating to the language of time and position words such as in front, behind, next to
- Difficulty understanding the meaning of new words and making links between words, for example knowing that 'short' and 'tall' are opposites.
- Poor listening skills and a tendency to become distracted.

He has difficulties using language and so:

- He struggles to find the right words to say what he wants.
- He uses shorter sentences than other children of his age and cannot always make himself understood.
- He enjoys socializing at playtime but does not always understand the rules of games therefore does not always join in in the right way.

When Jack is in the classroom, he sits near to the front of the class, facing the teacher. This helps him to focus his attention on the teacher, and it helps her to see when he does not understand the task. The teacher uses frequent gesture when teaching to help keep Jack focused and to give him extra clues about what he is learning. If she wants him to respond to a question or instruction, the teacher always says his name first so that he knows to listen.

Jack is able to understand the routines of the day by following the visual timetable that is up in the classroom. The visual timetable is a timetable of pictures and words that clearly shows the events of the day in the order that they will happen. Each part can be moved so that any changes in the day can be pointed out.

Jack knows what the targets for learning are as they are clearly shown on the whiteboard. What can you do as an EA to support Jack within and outside of the classroom?

Part B:
Write a personal reflection on your learning process though the case study while considering:
- your text
- classroom learning/discussions/activities
- experiences
- potential research you have completed.

Writing Assignment Expectations:

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.

Format: This assignment should be typed and double-spaced. Do not include title pages. Include your name at the top page of the first page. Title the document appropriately: EAPR151 Assignment 2 (Name) prior to submission. A minimum of one-inch margins on each side. 12-point Calibri font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric: **Reflective Writing Rubric.**

Columbia College
Discussion Forum Rubric
Last Revised: December 8, 2016

	Student's Name		Course Code	Date		Facilitator/Evaluator's Name

Area	3	2	1	0	Score
Critical Thinking	• Rich in content, thoughtful, reflective, insightful; shows careful analysis	• Substantial information, thoughtful, insightful; analysis has taken place.	• Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking.	• Basic information, no analysis or insight demonstrated.	
Connections	• Clear connections made to previous or current information; creates relevancy in the discussion.	• Some connections are made to previous or current information; generally, needs more depth and/or detail.	• Limited connections, vague generalities.	• No connections made to previous or current information.	
Uniqueness	• New ideas are presented with good depth and detail.	• Some new ideas are presented. Depth and details are satisfactory.	• Few, if any, new ideas are presented. Depth and details are lacking.	• No new ideas presented. No depth or details.	
Timeliness	• All required postings are on time for others to read and respond.	• Most postings are on time for others to read and respond.	• Postings are rarely on time or last minute without allowing for response time.	• Some, or all, required postings are missing.	
Stylistics	• No grammatical or stylistic errors.	• Several grammatical or stylistic errors.	• Obvious grammatical or stylistic errors; errors interfere with content.	• Obvious grammatical or stylistic errors. Makes understanding impossible.	
Responding to Peers	• Response is relevant to the course material and expands on at least two peer's response in a respectful manner			• Did not respond to peers	

Total Score out of 18:

Facilitator/Evaluator's Comments:

Appendix 2
Assignment Rubrics
Columbia College
Reflect on an Educational Theory Rubric
Last Revised: January 22, 2018

Student's Name	Course Code	Date	Facilitator/Evaluator's Name

Skills	10	8	6	4	2	-0
Depth of Understanding	• Demonstrates a conscious and thorough understanding of the theory chosen. • Demonstrates excellent insightful reflection.	• Demonstrates a thoughtful understanding of the theory chosen. • Demonstrates good reflection.	• Demonstrates a basic understanding of the theory. • At times, information is not always clear. • Demonstrates satisfactory reflection.	• Demonstrates a limited understanding of the theory. • Needs to develop more effective reflective practice.	• Demonstrates little or no understanding of the theory. • Response is not clearly written. • Limited to no reflection demonstrated.	• Not Submitted
Use of examples and details to support points being made	• Uses specific and convincing examples and details making the handout insightful.	• Uses relevant examples and details to create a good handout.	• Uses some examples and details to support points being made. More examples, details and explanation needed.	• Uses incomplete or vaguely developed examples and/or details. More examples, details, and explanation needed.	• No examples or details to support points being made. Limited attempt.	• No examples provided
Cohesiveness of Response	• This reflection provides a clear picture of the student's thinking on this subject matter. • Thoughts are presented in a good logical, convincing order.	• This reflection gives a good understanding of the student's thinking on this subject matter. • Thoughts are usually presented in a clear and logical way.	• Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter. • Most of the time thoughts are presented in a sequential manner.	• This attempted reflection does not provide a clear picture of the student's thinking on this subject matter. • Thoughts are often presented in an inconsistent and illogical order.	• This response is confusing and ideas do not tie together.	• Absence of cohesiveness
Presentation	5	4	3	2	1	• 0
Professional Presentation	• Professionally presented, meeting all requirements.	• Mostly professionally presented, meeting most requirements.	• Satisfactory presentation.	• Lacks adequate professional presentation.	• Not presented professionally.	• Not presented

Total Score out of 35: _____

Comments:

Columbia College
Analysis of Case Study Rubric
Last Revised: December 8, 2017

Student's Name	Course Code	Date	Facilitator/Evaluator's Name

Area	10.0 – 7.0	6.9 – 5.0	4.9 – 3.5	3.4 - 0	Score
Identification of main issue/problem/ key ideas	• Clearly identifies the main issue/problem and summary of key ideas. Provides a clear position statement.	• Clearly identifies the main issue/problem and summary of most key ideas. • Provides a relatively clear position statement.	• Identifies the main/problem and some key ideas, but the statements are not clear. • Provides a vague position statement.	• Unable to identify the main issue/problem and key ideas. • Doesn't identify own position. • Identifies some irrelevant ideas.	
Quality of analysis and interpretation	• Provides a comprehensive, insightful analysis and interpretation of the issue. • Draws clear conclusions and identifies implications. • Demonstrates excellent problem-solving skills. • Supports main ideas with a range of varied, timely and relevant references.	• Provides very good analysis and interpretation of the issue. • Draws most conclusions and identifies most implications. • Identifies original and well-developed solution/strategies, demonstrating effective problem-solving skills. • Provides sufficient. • Uses relevant, timely and varied sources to convince.	• Provides partial analysis and interpretation. Issue needs further exploration. • Draws a few conclusions and identifies some implications. • Provides some solution/strategies, showing limited problem-solving skills. • Uses limited resources that are not well selected to support the response.	• Analysis and interpretation is limited. • Conclusions and implications of the issue are missing. • Unable to provide solution/strategies. Lacks problem solving skills. • Lacks fundamental resources to write an effective response. • Inadequate reference support.	

	5	4 - 3	2	1 - 0	Score
Mechanics, Grammar, Professional Format	• Mainly error free. • Meets all requirements for an excellent response. • Meets all case study written requirements.	• A few minor errors in usage, grammar, or mechanics. • Meets most requirements for a well written response. • Meets most case study written requirements.	• Frequent errors in usage, grammar, and mechanics, beginning to interfere with readability and meaning. • Meets a few requirements of an acceptable response. • Meets a few case study written requirements.	• Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper • Does not meet requirements for an acceptable response. • Does not adequately meet any case study written requirements.	

Plagiarism: A "0" grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 25:
Facilitator/Evaluator's Comments:

Columbia College
Reflective Writing Rubric
Last Revised: March 2022

Student's Name		Course Code	Date		Facilitator/Evaluator's Name

Skills	5	4	3	2	1
Depth of Reflection	• Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well though-out reflections.	• Reflection reveals insight into the subject matter. Often there are thoughtful statements.	• Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident.	• . Reflection is limited. The writer produces some basic understanding of the subject matter.	• Little to no reflection is present.
Use of Examples / Evidence	• Uses specific and convincing examples to support reflective statements.	• Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response.	• Uses some examples to support understanding of the subject matter and reflections.	• Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process.	• Uses little to no examples.
Cohesiveness of Response	• Reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order.	• This reflection gives a good understanding of the student's thinking on this subject matter. Thoughts are usually presented in a clear and logical way.	• Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter. Most of the time thoughts are presented in a sequential manner.	• This attempted reflection does not provide a clear picture of the student's thinking on this subject matter. Thoughts are often presented in an inconsistent and illogical order.	• This response is confusing and ideas do not tie together.

Skills	5	4	3	2	1
Conventions **APA**	• Demonstrates control of the writing conventions with essentially no errors. • Uses APA citation correctly where applicable for referencing sources. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment.	• Demonstrates control of the writing conventions with occasional errors • Generally, uses APA citation correctly where applicable for referencing sources. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment.	• Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. • Uses APA citation inconsistently and with errors when sources are used. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment	• Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult. • Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment	• Demonstrates little or no control of the writing conventions with errors that make understanding almost impossible.

Total out of 20:

Comments: