

Columbia College

Supporting Instruction Across the Curriculum (EAPR105)

Lecture 1

Course Outline

Semester Dates: September 8, 2025 to October 11, 2025

Facilitator: Greg Bennett MEd

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Class Time: Thursdays 5:30PM to 9:30PM
Saturdays 12:30PM to 4:30PM

Room: Online Delivery via Moodle
and Microsoft Teams

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. Please note that when a holiday falls during the week, your class will be rescheduled for an alternate day of that week.

Course Description:

This course examines the role of an education assistant in the classrooms in different perspectives. The course focuses on providing instructional support to learners through practical classroom-tested strategies. It brings together theory and practice in authentic, meaningful, and productive ways.

Learning Outcomes:

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

- Understand the role of an education assistant in the learning environment.
- Recognize and be able to explain the components of a dynamic classroom in our current education settings.
- Become familiar with practical classroom-tested strategies that work with students of all ages across the curriculum.
- Discuss the role of equity, diversity, and social justice in the school environment.
- Understand assessment and evaluation and reporting of student progress.
- Explain how differentiated instruction and curriculum meets the needs, interests, and abilities of all students.
- Have reviewed Alberta Education curriculum in English Language Arts, Mathematics, Science and Social Studies.

Course Format:

This 45-hour remote course uses a variety of online teaching/learning methods including discussion, personal reflection, experiential exercises, 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 place 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 in addition to taking responsibility for your own learning. The course expects you to be 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 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 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 synchronous and asynchronous class activities will largely 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 online classroom as you work towards your goal.

Required Textbooks and Equipment:

Alberta Education. (2010). *Inspiring action on education*. Edmonton, AB. Retrieved from: <https://www.oecd.org/site/eduilebanff/48763522.pdf> (Also posted on Moodle class.)

Alberta Education. (2010). *Making a difference: meeting diverse learning needs with differentiated instruction*. Edmonton. Retrieved from: https://education.alberta.ca/media/384968/makingadifference_2010.pdf (Also posted on Moodle Class.)

Harber, M., & Rao, A. (2023). *The role of an education assistant: supporting inclusion second edition*. Toronto: Canadian Scholars.

Recommended Readings and Resources:

Use other academic sources like Google Scholar.

Homework Assignment Due for the First Class:

1. Read Chapter 1 and 2 of The Role of An Education Assistant
2. Read the "Inspiring Action on Education – Article" available on Moodle.
3. Prepare for a graded test based on these readings.
4. As a result of your reading assignment, be prepared to discuss the concepts discussed in this chapters.
5. Read this course outline and prepare to discuss in class.

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 (based on assigned readings)	Class 1 through 10	20%
Asynchronous Activities	Classes 4, 6, 8	15%
Assignment 1 The Graphic Organizer - Gallery Walk	Class 4	10%
Assignment 2 Supporting Instruction Across the Curriculum – The Toolkit	Class 7	30%
Final Project - Part A) 20% - Part B) 5%	Class 10	25%

Please note that all homework and assignments are due at 11:59PM on the day of the class (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), complete all assignments, and complete the final project.

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **48 hours before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)*. This form is available in your Team under General Channel await approval from Program 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, Columbia College's Commitment to Human Rights and Diversity Policy,)* 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 Condition:

Students with temporary or permanent disabilities or medical condition 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 Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are available at 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 the Columbia College email address you have been given 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	Topics	Pre-Class Readings
1	- Course overview - Addressing Ableism in Schools - Education Assistants as Advocates	Role of an Education Assistant Textbook - Chapter 1 - Chapter 2
2	- What makes an Outstanding Education Assistant? Best Practices - The Emotional Work of being an Education Assistant Introduction to Assignment #2 – Toolkit	Role of an Education Assistant Textbook - Chapter 3 - Chapter 4 Making a Difference Booklet – overview of this booklet in class for Toolkit development
3	- Understanding and Honouring Communicative Intent - Trauma Sensitivity in the Classroom	Role of an Education Assistant Textbook - Chapter 5 - Chapter 6
4	- Cultural Safety: A foundation for working with Indigenous Students Due/Present: Assignment #1 – Graphic Organizers Gallery Walk Introduction to Assignment #3 Asynchronous Activity #1	Role of an Education Assistant Textbook - Chapter 11 Making a Difference Booklet - Chapter 1: Differentiated Instruction
5	- Healthy Social Sexuality - Social and Emotional Learning (SEL) - Social Emotional Learning and the Work of an Education Assistant	Role of an Education Assistant Textbook - Chapter 7 - Chapter 8 - Chapter 9
6	- Finding Connection: Developing Social Competence - Helping “Young Ambassadors” Form Self-Determination Asynchronous Activity #2	Role of an Education Assistant Textbook - Chapter 10 - Chapter 12
7	- Understanding Intersection of Gender and Diverse Abilities - Students with Disabilities - English Language Learners - Students who are Gifted	Role of an Education Assistant Textbook - Chapter 13 Making a Difference Booklet - Chapter 8 - Chapter 9 - Chapter 10
8	- EA's as Inclusive Leaders in Classrooms - EA's as Inclusion Facilitators Due: Assignment #2 – Toolkit	Role of an Education Assistant Textbook - Chapter 14 - Chapter 15
9	- Supporting Academics - Collaborative Strategies and Resources for the classroom - Diverse Learners	Role of an Education Assistant Textbook - Chapter 16 - Chapter 17 Making a Difference Booklet - Chapter 11: English Language Arts - Chapter 12: Mathematics
10	- Customer Service Survey Due: Assignment #3 – Storybook Final Project	Final Project (Storybook and Reflection) Due

Appendix 1 Assignment Outlines

Please note: Students must complete all assignments, tests, and final projects 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 Daily Tests will:

- will be available on Moodle from 8:30AM on the day of the scheduled class until 11:59 PM the following day.
- Have 30-minute time limits (unless noted)
- Have a one-attempt limit.

Asynchronous Activities

Due Date: 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 – Graphic Organizer Project – Gallery Walk

Due Date: Class 4

Weight: 10%

Evaluation: Rubric provided

Graphic organizers help students think, organize, and learn information in an organized way. They appeal greatly to visual learners. Look at the website http://edhelper.com/teachers/graphic_organizers. There are many graphic organizers on the internet.

The above website is only one example. You can also ask about graphic organizers at your practicum site. You are to select **5** graphic organizers that you think would be helpful to support a target audience/s. Prepare these for **Class 4** and be prepared to share your screen to create a virtual Gallery Walk. Be prepared to present them to the class. In breakout spaces, take approximately 3 to 5 minutes and explain to the class how the graphic organizers would be used. Indicate where you found the graphic organizer.

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a “References” page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge.

Assignment #2: Supporting Students Across the Curriculum – A toolkit.

Due Date: Class 7

Weight: 30 %

Evaluation: Rubric provided

The focus of this Toolkit project is to demonstrate your knowledge of how you will help provide instructional support through practical classroom-tested strategies. You are to bring theory and practice together.

Select **3** different practical supportive strategies for each of the following learning areas – English Language Arts, Mathematics, Science, English Language Learners, Learner Supports and Behavioral Supports:

1. Describe each strategy.
2. Identify who you would use each strategy with
3. Explain how you would use each strategy.
4. Explain why you chose each strategy (connection to theory and practice)
5. Describe in detail how each strategy will support the learner.

This will make a total of **15 strategies**. Provide citation and references according to APA7 standards- See your ENG110 text for reference. This document will be approximately 750 to 1000 Words with use of visuals.

What you present in this toolkit should demonstrate:

- Knowledge of Alberta Education's curriculum
- Knowledge of Alberta Education's Inspiring Education
- An understanding of the diverse needs of students in the classroom
- That you have researched to prepare this toolkit (usage of reputable sources)

Final Project: Storybook and Reflective Writing

Due Date: Class 10

Weight: 25%

Part A) 20%

Part B) 5%

Part A:

You will create a **storybook** with a beginning, middle and end. Your story will present **three or more topics** covered in our classes - EAPR 105. Remember to bring the theory from your textbook into your practice. It is a hands-on assignment based on the theory learned in class. You can create a paper book with drawings or real pictures, a PPT Presentation, PDF Doc. or you can create an online book using a (free) program, such as:

<https://www.mystorybook.com/>

Sample: <https://www.mystorybook.com/books/763644>

You will present your story during our Class # 10 (5 to 7 minutes max.)

There are other online storybook makers, feel free to explore them. Try to use their free options, even though some will not have all their features available through their free version. Please, do **not** pay for these websites to create this book!

See next page for PART B expectations.

Part B:

You will be required to submit a minimum 300-word rationale and explanation of your choice of topics (3) chosen. In this short Reflective Writing Exercise, you will need to address the EAPR105 topics you chose to address in your story and what the deeper meaning of your story is.

One way to think about it is: you are creating a “jacket cover” of a book.

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 will be double-spaced. Do not include title pages. Include your name, course name/number and facilitator's name at the top left of the first page. Place a title, center-aligned on the first page. 12-point acceptable font is preferred. Each assignment should have a minimum length of 300 words but is not to exceed 500 words. This assignment will be assessed using the **Reflective Writing Response Rubric**.

How to avoid plagiarism?

- The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a “References” page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge.

Assignment Rubrics

Columbia College Rubric for the Graphic Organizer

Skills/points	10	8	6-5	4-3	2-0
Use of examples and details to support points being made	Uses specific and convincing examples and details making the graphic organizers insightful.	Uses relevant examples and details to create a good graphic organizer	- Uses some examples and details to support points being made. - Minimal examples, limited details and explanation.	- 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.
	5	4-3	2	1	0
Mechanics, Grammar, Professional Format	- Mainly error free. - Referenced sources. - Meets and exceeds all requirements for an excellent academic response. - Meets and exceeds all requirements of the assignment.	- A few minor errors in usage, grammar, or mechanics. - Generally referenced sources. - Meets most requirements for a well-written academic response. - Meets most requirements of the assignment.	- Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. - Referenced inconsistently sources used. - Meets a few requirements for an acceptable academic response.	- Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. - Did not acknowledged sources used. - Meets few requirements for an acceptable academic response. .	Meets little to no requirements of the assignment

Score /15:

Facilitator/Evaluator's Comments:

Toolkit Assignment Rubric

Criteria	Excellent (5)	Proficient (4)	Satisfactory (3)	Developing (2)	Limited (1)
Strategy Description	Each of the 15 strategies is clearly and thoroughly described with classroom-tested detail. Each strategy includes a precise and thoughtful identification of the learner group (e.g., grade level, needs).	Most strategies are well-described with practical clarity. Most strategies include appropriate learner identification.	Strategies are described but lack depth or clarity. Learner identification is present but lacks specificity.	Descriptions are vague or incomplete. Learner group is inconsistently identified.	Strategies are missing or unclear. Learner identification is missing or incorrect.
Implementation Explanation & Theory-Practice Connection	A clear, step-by-step explanation of how each strategy would be used in practice. Strong, well-supported rationale linking each strategy to educational theory and Alberta frameworks.	Most strategies include a practical explanation of use. Most strategies show a clear connection to theory and practice.	Some strategies include basic implementation steps. Some strategies reference theory but lack depth.	Implementation is unclear or lacks detail. Minimal theoretical connection.	No explanation of how strategies would be used. No connection to theory or practice.
Learner Support Justification & Curriculum Alignment	Detailed explanation of how each strategy supports diverse learners, including academic, behavioral, and linguistic needs. Strategies clearly reflect Alberta Education curriculum outcomes and competencies.	Most strategies include a clear support rationale. Most strategies align with curriculum expectations.	Some strategies show how learners are supported. Some curriculum alignments are evident.	Learner support is vaguely addressed. Minimal curriculum connection.	No explanation of learner support. No curriculum alignment.
Visuals and Presentation	Visuals are relevant, well-integrated, and enhance understanding. Document is polished and professional.	Visuals support content and are mostly well-used.	Visuals are present but may lack relevance or clarity.	Visuals are minimal or poorly integrated.	No visuals or poor presentation quality.
Research and Citations	All strategies are supported by reputable sources and cited correctly using APA7.	Most sources are reputable and cited correctly using APA7	Some APA7 citations are present but inconsistent.	Few APA7 citations or incorrect formatting.	No citations APA7 or references.

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 50:

Columbia College Storybook Final Project Rubric

Skills	10-9	8-7	6-5	4-3	2-1
Depth of Understanding	- Demonstrates a conscious and thorough understanding of the theories chosen. - Demonstrates excellent insightful reflection.	- Demonstrates a thoughtful understanding of the theories chosen. - Demonstrates good reflection.	- Demonstrates a basic understanding of the theories. - At times, information is not always clear. - Demonstrates satisfactory reflection.	- Demonstrates a limited understanding of the theories. - Needs to develop more effective reflective practice.	- Demonstrates little or no understanding of the theories. - Response is not clearly written. - Limited to no reflection demonstrated.
Use of examples and details to support points being made	Uses specific and convincing examples and details making the book insightful.	Uses relevant examples and details to create a good book.	Uses some examples and details to support points being made. More examples, details and explanations 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.
Cohesiveness of Response	- This reflection provides a clear picture of the students' thinking on the subject matter. - Thoughts are presented in a good logical, convincing order.	- This reflection gives a good understanding of the students' thinking on the subject matter. - Thoughts are usually presented in a clear and logical way.	- Most of the time this reflection provides an acceptable indication of the students' thinking on the subject matter. - Most of the time thoughts are presented in a sequential manner.	- This attempted reflection does not provide a clear picture of the students' thinking on the subject matter. - Thoughts are often presented in an inconsistent and illogical order.	This response is confusing, and ideas do not tie together.
Presentation	5	4	3	2	1
Professional Presentation	Professionally presented, meeting all requirements.	Mostly professionally presented, meeting most requirements.	Satisfactory presentation.	Lacks adequate professional presentation.	Not presented professionally.

Total Score out of 35:

Facilitator/Evaluator's Comments

Columbia College Reflective Writing Rubric

	4	3	2	1	0
Depth of Reflection	Reflection reveals a thorough insight of the subject matter with the student presenting well thought-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.	Reflection is limited. The writer produces some basic understanding of the subject matter.	Little to no reflection is present.
Use of Examples and/or Evidence	Uses specific and convincing examples to support reflective statements.	Uses well-chosen examples to support reflective statements.	Uses some examples to support understanding of the subject matter and reflections.	Uses limited number of examples to support understanding of the subject matter.	Uses little to no examples.
Cohesiveness of Response	Reflection provides a clear picture of the student's thinking on this subject matter.	This reflection gives a good understanding of the student's thinking on this subject matter.	Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter.	This attempted reflection does not provide a clear picture of the student's thinking on this subject matter.	This response is confusing, and ideas do not tie together.
Conventions	Demonstrates control of the writing conventions with essentially no errors.	Demonstrates control of the writing conventions with occasional errors.	Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.	Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult.	Demonstrates little or no control of the writing conventions.
APA7 Formatting	Perfect adherence to APA7 guidelines, including in-text citations and references.	Good adherence to APA7 guidelines with minor errors.	Basic adherence to APA7 guidelines with several errors.	Poor adherence to APA7 guidelines with numerous errors.	APA7 usage not present.

Total Score out of 20:
Facilitator/Evaluator's Comments:

**Columbia College
Asynchronous Activity Rubric**

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Understanding	Demonstrates a thorough understanding of the assignment.	Demonstrates a good understanding of the assignment.	Demonstrates a basic understanding of the assignment.	Demonstrates limited understanding of the assignment.	Demonstrates little to no understanding of the assignment.
Completeness	All parts of the assignment are completed thoroughly.	Most parts of the assignment are completed thoroughly.	Some parts of the assignment are completed thoroughly.	Few parts of the assignment are completed thoroughly.	Very few parts of the assignment are completed thoroughly.
Accuracy	All information is accurate and relevant.	Most information is accurate and relevant.	Some information is accurate and relevant.	Little information is accurate and relevant.	Information is mostly inaccurate and irrelevant.
Presentation	Work is well-organized, neat, and easy to read.	Work is mostly organized, neat, and easy to read.	Work is somewhat organized and readable.	Work is poorly organized and hard to read.	Work is disorganized and very hard to read.
Timeliness	Submitted on time or early.	Submitted slightly late.	Submitted late but within an acceptable range.	Submitted significantly late.	Not submitted or extremely late.

Total Score: /25