

## DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

### COURSE OUTLINE – FALL 2022

#### EP3020 (A2): Learning and Development in Childhood – 3 (3-0-0)

#### 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land, and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

**INSTRUCTOR:** Dr. Denise Nowicki      **PHONE:** 780-539-2792  
**OFFICE:** C401      **E-MAIL:** [dnowicki@nwpolytech.ca](mailto:dnowicki@nwpolytech.ca)  
**OFFICE HOURS:** Tuesday and Thursday, 10:30 am – 11:30 am.

**CALENDAR DESCRIPTION:** This course is designed to provide students in Education who expect to work with children (ages 0-12) with a working knowledge of important concepts and issues in Educational Psychology. Students will gain an understanding of how children from diverse backgrounds develop and learn and how teachers provide appropriate learning opportunities to support academic, cognitive and moral development, culture and diversity, and psychological development.

**PREREQUISITE(S)/COREQUISITE:** None

#### **REQUIRED TEXTS/RESOURCE MATERIALS:**

Woolfolk, A., Winne, P. H., & Perry, N. E. (2019). *Educational Psychology (7th Canadian Edition)*. Pearson Education Canada, Toronto, Canada.

Perry, B. D., & Szalavitz, M. (2017). *The Boy Who was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook (3rd Edition)*. Basic Books.

**DELIVERY MODE(S):** The course work includes lectures, discussion forums, class discussions, group exercises, a novel study, and reflective journaling. Sessions may take place in person or on-line as necessary. A laptop and/or smart phone and internet access are necessary for several aspects of this course.

**COURSE OBJECTIVES:** Students will gain the abilities to define, explain, demonstrate, evaluate and articulate:

- the major theories, perspectives and concepts in Educational Psychology as related to infants and children,
- the process of cognitive and social development in infants and children and their impact on acquisition of knowledge,
- how the environment determines behavior through the principles of learning,
- the aspects of memory and their reciprocal relationship with behavior and other mental processes,
- the cognitive processes involved in language comprehension and production, as well as problem solving and reasoning, and
- the process of formal and informal evaluation and assessment of students' knowledge.

**LEARNING OUTCOMES:**

- Identify the various research methods for studying and understanding infants and children.
- Describe major concepts and theoretical perspectives in the areas of child development and learning.
- Demonstrate knowledge of multiple instructional strategies to support child development.
- Summarize current understanding and knowledge of the development of nonverbal and verbal communication skills, and problem solving and reasoning skills in infants and children.
- Identify and describe how sociocultural factors impact student learning in Canadian schools.
- Explain formal and informal assessment strategies to evaluate and ensure the continuous development of the learner.

**TRANSFERABILITY:**

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. **Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

**EVALUATIONS:**

Discussion Forums	Topics Vary	10%
Textbook Chapter Quizzes	Topics Vary	35%
Novel Study	Select chapters from: The Boy Who was Raised as a Dog	20%
Final Exam: Reflective Journal	Reflective Journal	35%

**GRADING CRITERIA:**

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

**COURSE SCHEDULE/TENTATIVE\* TIMELINE:**

**\*Note: These discussion topics/dates may be modified, and/or other topics may be added.**

Schedule	Textbook	Novel Study	Discussion forum
Module 1	Chapter 1: Introduction and Educational Psychology		Personal Intro
Module 2	Chapter 15: Classroom Assessment, Grading and Testing	Chapter 1	Your biggest concerns as a beginning teacher?
Module 3	Chapter 2: Cognitive Development	Chapter 6	
September 19	Guest Speaker: Darlene Horseman		
September 21	ESA PD – No Class		
Module 4	Chapter 5: Language Development		
Module 5	Chapter 3: Self, Social, and Moral Development	Chapter 5	
Module 6	Chapter 4: Learner Differences and Learning Needs		What is the difference between active and passive learning? How do/should we encourage one over the other?
October 5	No Class		
October 10	Thanksgiving – No Classes		
October 11-14	Fall Break – No Classes		
Module 7	Chapter 6: Culture and Diversity	Chapter 4	
Module 8	Chapter 7: Behavioral Views of Learning	Chapter 2	Are “Star Charts” an effective mechanism for celebrating student success?
Module 9	Chapter 8: Cognitive Views of Learning		
November 11	Remembrance Day		
Module 10	Chapter 9: Complex Cognitive Processes	Chapter 3	
Module 11	Chapter 10 and 11: Constructivism and Social Cognitive Theory	Chapter 10	Thoughts about the courses. Major “ah ha” moments.
December 12	Last Day of Classes		
TBA	Final Exam Schedule TBA		Reflective Journal Due

## STUDENT RESPONSIBILITIES:

The assigned readings and exercises for each class should be completed before attending that class, except for the first class. As this course depends heavily on in-class discussion and activities, attendance at all sessions is required and is critical to student success in the course. In case of illness or emergency, notify me as soon as possible. If you find yourself having difficulty in this course, please contact me immediately for assistance. If you simply want more discussion with me about any aspect of the course, please come to my office during office hours or email me to arrange a meeting.

Students will be held accountable for lectures delivered, readings assigned, and any announcement that will be made in class from time to time. If a student is unable to attend a particular class, it will be their responsibility to find out what was missed.

If you foresee that you will be unable to complete an assignment for the scheduled time due to illness or emergency, you should notify me immediately, preferably one day in advance. A message may be sent to my e-mail (the best way to contact me) [dnowicki@nwpolytech.ca](mailto:dnowicki@nwpolytech.ca) together with a phone number where you can be reached to arrange for an alternative date to hand-in/present the assignment, if feasible. Failure to notify me will result in a grade of zero for the assignment that was missed, unless proof is presented that you were physically or mentally unable to do so due to a sudden illness or emergency or to unavoidable circumstances beyond your control.

It is expected that all students will display a professional attitude and behavior in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow student questions and instructor's response, determination to achieve first-class work while meeting deadlines, constructive response to criticism, and arriving on time.

All assignments are due on the dates set by the instructor and **must be submitted electronically (in the provided drop-box on MyClass)** following the APA format. A support document for APA is available in the Academic Success Centre within the Library or on-line. It is particularly important to **save a copy** of any and **all work** submitted for credit or grading.

## STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the Northwestern Polytech Calendar at <http://www.nwpolytech.ca/programs/calendar/> or the College Policy on Student Misconduct, Plagiarism and Cheating in the Student Rights and Responsibilities policy:

\*\* <https://www.nwpolytech.ca/about/administration/policies/fetch.php?ID=69>

Instructors reserve the right to use electronic plagiarism detection services on written assignments. Instructors also reserve the right to ban the use of any form of electronics during class and during exams.

\*\*Note: all Academic and Administrative policies are available at <https://www.nwpolytech.ca/about/administration/policies/>