



## DEPARTMENT OF ARTS AND EDUCATION

### COURSE OUTLINE – WINTER 2019

#### EP3020 (A3): Learning and Development in Childhood – 3 (3-0-0) 45 Hours for 15 Weeks

**INSTRUCTOR:** Dr. Ali M. AL-Asadi      **PHONE:** 780-539-2061  
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**OFFICE HOURS:** By appointments

**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 TEXT/RESOURCE MATERIALS:** Woolfolk, A., Winne, P. H., & Perry, N. E. (2016). *Educational Psychology (6th Canadian Edition)*. Pearson Education Canada, Toronto, Canada.

**DELIVERY MODE(S):** The course work includes lectures, class discussions, in-class group exercises, video conferencing, and individual and/or group student presentations, both written and oral.

**COURSE OBJECTIVES:** This course introduces students to:

- 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:** UA, UC, UL, AU

**\*Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide at <http://transferalberta.alberta.ca/transfer-alberta-search/#/audienceTypeStep>

**\*\* 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:**

Test 1	Chapters 1-4	20%
Test 2	Chapters 5-8	20%
Final Exam	Chapters 9-15	30%
Group Presentation		20%
Attendance and Participation		10%

**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	95-100		C+	2.3	66-69
A	4.0	90-94		C	2.0	63-65
A-	3.7	85-89		C-	1.7	60-62
B+	3.3	80-84		D+	1.3	55-59
B	3.0	75-79		D	1.0	50-54
B-	2.7	70-74		F	0.0	00-49

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

Week 1	Chapter 1: Learning, Teaching, and Educational Psychology	
Week 2	Chapter 2: Cognitive Development and Language	Project topic/group members
Week 3	Chapter 3: Self and Social and Moral Development	
Week 4	Chapter 4: Learners Differences and Learning Needs	
Week 5	<b>Test 1 (Chapters 1-4)</b> Chapter 5: Language Development, Language Diversity, & Immigrant Education	
Week 6	Chapter 6: Culture and Diversity	
Week 7	Chapter 7: Behavioral Views of Learning	
Week 8	Chapter 8: Cognitive Views of Learning	
Week 9	Chapter 9: Complex Cognitive Process <b>Test 2 (Chapters 5-8)</b>	
Week 10	Chapter 10: The Learning Sciences and Constructivism	
Week 11	Chapter 11: Social Cognitive Views of Learning and Motivation	
Week 12	Chapter 12: Motivation in Learning and Teaching	
Week 13	Chapter 13: Creating Learning Environments	
Week 14	Chapter 14: Teaching Every Students	
Week 15	Chapter 15: Classroom Assessment, Grading, and Testing	
	<b>Final Exam Scheduled by Student Services on Chapters 9-15)</b>	

## 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 discussions and at times practice exercises and illustrations, attendance at all sessions is required and is critical to the student's success in the course. In case of illness or emergency, notify the instructor as soon as possible. If you find yourself having difficulty in this course, please contact the instructor immediately for assistance. If you simply want more discussion with the instructor about any aspect of the course, please visit my office during office hours or at a more convenient pre-arranged time.

If a student foresees that he/she will be unable to write a test or exam at a scheduled time due to illness or emergency, he/she should notify the instructor immediately, preferably one day in advance. A message may be left on the instructor's voice mail (780-539-2061) or e-mail ([aalasadi@gprc.ab.ca](mailto:aalasadi@gprc.ab.ca)) together with a phone number where the student may be reached to arrange for an alternative date to write the test, if feasible. Failure to notify the instructor will result in a grade of zero for the test that was missed, unless proof is presented that the student was physically or mentally unable to do so due to a sudden illness or emergency or to unavoidable circumstances beyond the student's control.

It is expected that all students will display a professional attitude and behaviour 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, and constructive response to criticism.

## **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 section on Plagiarism and Cheating in the College policy titled Student Misconduct: Academic and Non-Academic at (<https://www.gprc.ab.ca/about/administration/policies/fetch.php?ID=68>).

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 (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

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

### **Additional Information**

1. The format of each exam will be discussed in class.
2. Exam grades are final and there is no substitute work for your poor exam grade.
3. The nature and topics of your written paper will be discussed in class
4. It is your responsibility to read each and every chapter and assigned reading (if any) and attend all lectures.
5. Lectures will not always cover material in your chapters. Lectures may cover topics and include materials that are not covered by your textbook. It is therefore imperative that you attend every class as your exams may include materials from the lectures that are not covered by your textbook.
6. It is expected that students will display a professional attitude and behaviour. These attitudes and behaviours are many and will be discussed in class. Any violation or misconduct may result in dismissal from the class.
7. Talk to me if you have concerns or you are experiencing difficulties that may have negative impact on your academic performance.