DEPARTMENT Humanities and Social Sciences

COURSE OUTLINE – Winter 2024

EP3020(EC): 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
OFFICE HOURS:	TBA		

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. (2019). *Educational Psychology* (7th Canadian ed.). 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 ed.). Basic Books.

- Access to the **NWP myClass** site
- Access to **NWP email**
- Website resources as assigned
- A laptop and/or smart phone and internet access

DELIVERY MODE(S): Asynchronous

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:

Quizzes	One in each module	25%
Discussion Forums	Varies	15%
Book Study	Select chapters from: The Boy Who was Raised as a Dog	25%
Personal Journal	Personal Reflection Journal – Minimum two entries for each Module	35%

GRADING CRITERIA:

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

Grading Chart

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	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:

Schedule	Textbook	Book Study	Discussion forum
Module A	Chapter 1: Introduction and Educational Psychology		Personal Intro
Module B	Chapter 15: Classroom Assessment, Grading and Testing	Chapter 1	Most Effective Teacher
Module C	Chapter 2: Cognitive Development	Chapter 6	
Module D	Chapter 5: Language Development	Chapter 5	
Module E	Chapter 3: Self, Social, and Moral Development		
Module F	Chapter 4: Learner Differences and Learning Needs		Active and Passive Learning
February 19	Family Day		
February 20-23	Winter Break		
Module G	Chapter 6: Culture and Diversity	Chapter 4	
Module H	Chapter 7: Behavioral Views of Learning	Chapter 2	A "Star" is born.
Module I	Chapter 8: Cognitive Views of Learning	Chapter 10	
Module J	Chapter 9: Complex Cognitive Processes	Chapter 3	
Module K	Chapter 10 and 11: Constructivism and Social Cognitive Theory		Thoughts about the courses. Major "ah ha" moments.

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

STUDENT RESPONSIBILITIES:
The assigned readings and exercises for each Module should be completed before the noted deadlines. 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 email me to arrange a meeting.

Students will be held accountable for readings assigned and any announcements that will be made on myClass from time to time.

If you foresee that you will be unable to complete an assignment for the scheduled time due to illness or emergency, you must notify the instructor immediately, preferably one day in advance. A message may be sent to the instructor's (the best way to contact me) 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 the instructor 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 this class. 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.

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 ACADEMIC MISCONDUCT:
Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at https://www.nwpolytech.ca/about/administration/policies/index.html.
**Note: all Academic and Administrative policies are available on the same page.

Additional Information:
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, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

In cases where submitted work exhibits concerning patterns or raises questions for the instructor about its creation and the **student's intellectual effort involved (e.g., use of ChatGPT or other AI)**, students may be required to submit to an oral examination regarding the work at the discretion of the instructor. Failure to participate in the oral examination will result in an assigned grade of 0 for the assessment. If, following the oral examination, the instructor still has concerns about the work, the academic misconduct provisions of the Student Rights and Responsibilities policy (linked above in this outline) may be applied.