

DEPARTMENT Humanities and Social Sciences

COURSE OUTLINE - Winter 2026

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

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OFFICE By Appointment

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):

None

COREQUISITE(S):

None

REQUIRED MATERIALS:

Woolfolk, A., Usher, E. L., Perry, N. E., & Winne, P. H. (2024). *Educational Psychology* (8th 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**
- Handouts and Website resources as assigned
- A laptop and/or smart phone and internet access

DELIVERY MODE(S): Asynchronous, access to a computer and internet required.

LEARNING OUTCOMES:

- 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.
- Identify the various research methods for studying and understanding infants and children.

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.transferralberta.alberta.ca>

**** For courses with alpha (letter) grading, a 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:

Exam 1	Textbook Chapters 1, 2, 3, 4, 6 Chapters 1 and 6 in <i>The Boy Who Was Raised as a Dog</i> Additional content on myClass (e.g., videos)	20%
Exam 2	Textbook Chapters 5, 7, 8, 9 Chapter 4 in <i>The Boy Who Was Raised as a Dog</i> Additional content since last exam on myClass (e.g., videos)	20%
Final Exam	Textbook Chapters 10, 11, 12, 13, 15 Chapters 2 and 5 in <i>The Boy Who Was Raised as a Dog</i> Additional content since last exam on myClass (e.g., videos)	20%
Discussion Forums	Topics Vary	20%
Book Study Assignments	Various Chapters in <i>The Boy Who was Raised as a Dog</i>	20%

1. **Exams:** The Exams are multiple-choice and will be based on material covered in both the textbook and *The Boy Who Was Raised as a Dog*, as well as any additional content provided on myClass. The exams are **NOT** cumulative. The Exams are worth 20% each.

Note on Exams:

- You will have **90 minutes** to complete each exam.
- **You will have only 1 attempt at each exam.** Once you start, you **MUST** complete the exam as you will **NOT** have an opportunity to leave the exam and come back to it later. **BE SURE** to set **90 minutes** aside for each exam.
- The exams are open-book. However, I strongly recommend that you study for each exam as it is unlikely that you will have time to finish if you are not confident with the material.
- The completion dates (11:59 pm) of the exams are noted on the Course Schedule/Tentative Timeline on this Course Outline and on myClass.
 - You may complete each exam at any time up to the completion date at 11:59 pm. **Once the completion date and time have expired, the exam will no longer be available in myClass.**

Deadlines for each Exam are noted in 2 ways:

- this course outline (Course Schedule/Tentative Timeline)
- on the Quizzes link found on myClass.

Please write these deadlines on your calendar and set up myClass to send you reminders of upcoming deadlines. The links will **close at 11:59 (1 minute before midnight)** on the dates listed on the Course Schedule/Tentative Timeline (on this course outline) and **will not be reopened past the deadline. It is your responsibility to know the deadline of each exam.**

2. **Book Study Assignments:** You will read various assigned chapters from, “The Boy Who Was Raised as a Dog”. You will be responsible for completing a Chapter Assignment for each assigned chapter. These assignments are worth 20% of your overall grade. The questions for each assignment are posted on myClass. The links are found under the “Assignments” widget on the myClass page.

A Discussion Forum is set up on myClass for informal discussion regarding “The Boy Who Was Raised as a Dog”. This forum is set up for you to use if you want to discuss topics about the book with your peers. The Instructor will **not evaluate** the discussions in this forum.

Deadlines for each Book Study assignment are noted in 2 ways:

- this course outline (Course Schedule/Tentative Timeline)
- on the Book Study links found on myClass.

Please write these deadlines on your calendar and set up myClass to send you reminders of upcoming deadlines. The links will **close at 11:59 (1 minute before midnight)** on the dates listed on the Course Schedule/Tentative Timeline and **will not be reopened past**

the deadline. It is your responsibility to know the deadline of each assignment.

Please note: This book discusses neglect and abuse of children and may be triggering for some students. If this is an issue for you, please make an appointment with me to discuss an alternative assignment.

3. **Formal Discussion Forum:** Online discussions can help you learn discussion skills, gather feedback on your thoughts, consolidate your learning, and learn from others. Online forums allow for more in-depth discussions of the content you will be learning in the course. Remember that online discussions are opportunities for discussing your thoughts with others, not writing assignments.

There are five Formal Discussion Forum topics. You will provide a **beginning submission** for each Formal Discussion Forum topic, and then **respond to at least two** of your peers' submissions. Your submissions to the Formal Discussion Forum will be evaluated based on the rubric provided on myClass.

The Formal Discussion Forum topics are noted on the Course Schedule/Tentative Timeline (below) and on myClass under the "Discussions" widget. Additional information about the Formal Discussion Forum is available on myClass.

GRADING CRITERIA:

Please note that most institutions 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: (Subject to change)

STUDENT RESPONSIBILITIES:

Schedule	Topics	Details	Book Study Assignments	Discussion Forums
Week 1	Learning, Teaching, and Educational Psychology	Introduction and Text Chapter 1		Personal Intro Due Jan. 11, 11:59 pm
Week 2	Culture and Diversity	Text Chapter 2		
Week 3	Cognitive Development	Text Chapter 3	Chapter 1 Due Jan. 18, 11:59 pm	
Week 4	Language Development	Text Chapter 6		Thinking or Talking? Due Jan. 25, 11:59 pm
Week 5	Self, Social, and Moral Development	Text Chapter 4	Chapter 6 Due Feb. 1, 11:59 pm	
	Exam 1	Due Feb. 8, 11:59 pm		
Week 6	Behavioral Views of Learning	Text Chapter 7		Classroom Management. Due Feb. 15, 11:59 pm
Week 7	February 16 Family Day	No Classes		
	February 17-20 Winter Break	No Classes		
Week 8	Cognitive Views of Learning	Text Chapter 8		
Week 9	Learner Differences and Learning Needs	Text Chapter 5		Active and Passive Learning. Due Mar. 1, 11:59 pm
Week 10	Complex Cognitive Processes	Text Chapter 9	Chapter 4 Due Mar. 8, 11:59 pm	
	Exam 2	Due Mar. 15, 11:59 pm		
Week 11	Constructivism and Social Cognitive Views	Text Chapter 10 and 11	Chapter 5 Due Mar. 22, 11:59 pm	
Week 12	Motivation in Learning and Teaching	Text Chapter 12		
Week 13	Creating Supportive Learning Environments	Text Chapter 13		Motivation Due Mar. 29, 11:59 pm
Week 14	Classroom Assessment, Grading and Standardized Testing	Text Chapter 15	Chapter 2 Due April 6, 11:59 pm	
April 13	Term Ends			
	Final Exam	Due April 16, 11:59 pm		

1. **Academic Performance:** 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 contact me to arrange a time to meet online.
2. **Exam Accommodations:** Exam accommodations are used by any number of students who struggle with processing and comprehending printed material, learning, and/or concentration (either due to the condition itself, or the effects of the medication which is used to treat the condition). Accommodations can also be sought by students with conditions that include but are not limited to mental health conditions, chronic illness, neurological disorders, visual disabilities, and motor disabilities.

If you require exam accommodations due to a disability or condition, you must contact *Accessibility Supports* (in the Learning Commons (aka Library)). More information is available at <https://libguides.nwpolytech.ca/learningcommons/AccessibilityServices>

Please note that when you contact an advisor, you will be asked to provide them with documentation supporting your request for accommodation. The advisors will inform me of your need for accommodation, and you will be responsible for arranging your exam session with Accessibility Supports.

3. All assignments are due on the dates set by me 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 Learning Commons or on-line. It is particularly important to **save a copy** of any and **all work** submitted for credit or grading.
4. **Respectful Behavior:** It is expected that all students will display a professional attitude and behavior in the on-line classroom. This includes reliability, respect for and cooperation with your fellow students and me, attention to fellow student questions and my responses, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.
5. **Missed Exams:** Dates for exams are included on this course outline. According to NWP policy, deferring a missed exam is at the discretion of the instructor. In my courses, students who miss an exam because of illness, emergency, or NWP obligation (verified) may write the exam at a later date (set by me - I will choose a date that is mutually convenient for me and you). You will be required to provide documentation for your illness/emergency/NWP obligation.

When students miss an exam for reasons that do not include verified illness, emergency, or NWP obligations, a "0%" is assigned to that exam. Students who miss an exam without explanation will receive a "0%" on the exam.

Absences from a registrar-scheduled Final Exam fall under the NWP Examination Policy. It is the responsibility of the student to be informed about these policies prior to the final examination period:

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/polytechnic-leadership/policies-directory>.

**Note: all Academic and Administrative policies are available on the same page.

- 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.**
- Machine learning systems, commonly referred to as "AI," are useful tools, but must be used appropriately and with caution. Students are developing knowledge and skills and should not outsource these to machines. In this course, you are encouraged to consider how these systems can help you find information and refine the presentation of your thoughts, but you will also be required to demonstrate that you have verified this information and are responsible for what you present.
- All written work submitted for this course, unless otherwise noted, requires academic referencing in the most recent APA Style. This includes both in-text referencing and a source list (Reference list).
 - In-text referencing additionally requires specific page references for all paginated sources (sources with page numbers or in documents with identifiable page numbers, such as pdfs). APA does not normally require this unless it is a direct quotation, but this course requires it for all references.
 - Works not meeting these requirements will be returned to the student ungraded. Students will be permitted to revise the work subject to a 10% penalty for the first revision and a 25% penalty for the second revision. Revised work which still fails to meet the requirements after a second revision will receive a 0% grade.

1. It is your responsibility to read every chapter and assigned reading (if any), view each video (as applicable), and complete all assignments.
2. It is expected that students will display a professional attitude and behavior. Any violation or misconduct may result in dismissal from the class.
3. Please contact me if you have concerns or you are experiencing difficulties that may have a negative impact on your academic performance. **I am here to support you towards the successful completion of this course.**