

**DEPARTMENT Humanities and Social Sciences**

**COURSE OUTLINE - Winter 2025**

**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:	Kara Witow	PHONE:	(780) 539-2754
OFFICE:	F307	E-MAIL:	kwitow@nwpolytech.ca
OFFICE HOURS:	By request		

**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. (2023). *Educational Psychology* (8th Canadian ed.). Pearson Education Canada, Toronto, Canada.

- Additional resources as assigned

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

**LEARNING OUTCOMES:**

- Identify research methods used in scientific investigations of infant and child development
- Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, and current research in child development and learning
- Discuss various instructional strategies used to support child development and learning

- Demonstrate knowledge of the development of nonverbal and verbal communication skills, and problem-solving and reasoning skills in infants and children
- Identify and incorporate sociocultural factors into explanations of student learning in Canadian schools
- Explain how formal and informal assessment strategies are used to evaluate and ensure continuous learner development

### 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:

<b>Test 1</b>	<b>Chapters 1-5</b>	<b>20%</b>
<b>Test 2</b>	<b>Chapters 6-9</b>	<b>20%</b>
<b>Test 3</b>	<b>Chapters 10, 11, 12, 15</b>	<b>20%</b>
<b>Discussion Posts</b>		<b>20%</b>
<b>Final Project</b>		<b>20%</b>

### GRADING CRITERIA:

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

### Grading Chart

<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>		<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>
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:

Week 1 Jan 6-12	Chapter 1: Learning, Teaching, and Educational Psychology Chapter 2: Who Are You? Who Are Your Students? Culture and Diversity	Discussion Post 1
Week 2	Chapter 3: Cognitive Development	

Jan 13-19		
Week 3 Jan 20-26	Chapter 4: Self, Social, and Moral Development	
Week 4 Jan 27-Feb 2	Chapter 5: Learner Differences and Learner Needs	Discussion Post 2
Week 5 Feb 3-9	Chapter 6: Language Development, Language Diversity, and Immigrant Education	Test 1 (Chapters 1-5)
Week 6 Feb 10-16	Chapter 7: Behavioural Views of Learning	
Week 7 Feb 17-23	Winter Break	
Week 8 Feb 24-Mar 2	Chapter 8: Cognitive Views of Learning	Discussion Post 3
Week 9 Mar 3-9	Chapter 9: Complex Cognitive Processes	
Week 10 Mar 10-16	Chapters 10: Constructivism and Interactive Learning	Test 2 (Chapters 6-9)
Week 12 Mar 17-23	Chapter 11: Social Cognitive Views of Learning and Motivation	
Week 13 Mar 24-30	Chapter 12: Motivation in Learning and Teaching	Discussion Post 4
Week 14 Mar 31-Apr 6	Chapter 15: Classroom Assessment, Grading, and Standardized Testing	
Week 15 Apr 7-13		Test 3 (Chapters 10, 11, 12, 15) Final project due

### **STUDENT RESPONSIBILITIES:**

The assigned readings and exercises for each week should be completed before the noted deadlines. If you foresee that you will be unable to complete an assignment by the stated deadline due to illness or emergency, you must notify the instructor immediately, preferably one day in advance. A message may be sent to [kwitow@nwpolytech.ca](mailto:kwitow@nwpolytech.ca) along 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.

If you find yourself having difficulty in this course, please contact the instructor immediately for assistance. If you simply want more discussion about any aspect of the course, please email the instructor to arrange a meeting.

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

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, respect for confidentiality of potentially personal information shared in discussion posts, 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.

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.