

DEPARTMENT OF EDUCATION

COURSE OUTLINE –Fall 2026

ED2550: Introduction to Instructional Processes – 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:	Cara Leaf	PHONE:	780-539-2879
OFFICE:	A313 A	E-MAIL:	Cleaf@nwpolytech.ca
OFFICE HOURS:	Any time by appointment		

CALENDAR DESCRIPTION:

This course provides a comprehensive introduction to foundational instructional processes informed by cognitive science, blending theory and practice with collaborative reflection to prepare students for effective teaching. Through a cyclical process of theoretical coursework, micro-teaching, and reflection on practice, students deepen their understanding of essential teaching frameworks, lesson planning, instructional design, and assessment practices. Coursework emphasizes unpacking curriculum to design engaging, meaningful activities and lessons for diverse classroom settings. Students will develop skills in differentiating instruction through inclusive teaching strategies and classroom management, enabling them to support progress across multiple grade levels and meet the needs of all learners.

PREREQUISITE(S): ED 2510

REQUIRED MATERIALS:

McTighe, J., & Willis, J. (2019). Upgrade your teaching: Understanding by design meets neuroscience. ASCD

Various assigned readings. The course D2L page will include reading list and reading links/files will be provided.

DELIVERY MODE(S):

On Campus in- person



LEARNING OUTCOMES:

Alberta Teaching Quality Standard (TQS)

The Bachelor of Education program prepares students for Interim Professional Certification with Alberta Education. Learning Outcomes support students to begin demonstrating competencies and indicators of the Alberta Teaching Quality Standard.

Through the completion of ED2550, students will:

- 1) Develop a foundational understanding of how students learn.
- 2) Understand and practice key instructional theories and frameworks.
- 3) Develop activities and instructional materials aligned with curriculum objectives that support diversity within the classroom.
- 4) Consider the ongoing use of assessment methods to monitor student progress.
- 5) Develop an understanding of effective classroom management strategies.
- 6) Reflect on Micro-teaching experiences and feedback to adapt and enhance their instructional repertoire.

TRANSFERABILITY:

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

Weekly Activities	20
Reflective Journal	25
Learning Strategies Toolbox	25
Micro Teaching Project	30
Total	100

GRADING CRITERIA

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

Grading Chart for courses with Alpha Grading:

To progress in the Bachelor of Education program, students must achieve a minimum grade of C- in all Education (ED) courses. Any grade below C- does not meet the passing requirement and will require the student to repeat the course

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:

Week	Readings
1	Course outline/ Course Readings/Course Assignments
2	Ch 1 How the Brain Learns Best
3 & 4	Ch 2 An Overview of Understanding by Design Alberta's Teaching Quality Standards The Instructional Hierarchy
5	Ch 3 Goals: The Drivers of Everything <i>First Submission of Learning Strategies Toolbox due</i>
6	Ch 4 Brain-Friendly Assessment Practices Introduction to Assessment
7	Ch 5: Teaching Toward AMT Ch 6 Brain-Sensitive Teaching Using the Where To Model
8	Ch 7 Creating a Brain-Friendly Classroom Climate
9	RosenShine's Principles of Instruction
10	Classroom Behavior Toolkit Running the Room Video <i>Second submission of Learning Strategies Toolbox due</i>
11	Reading Week

12	How We Instruct/Grow/Reflect <i>Assignment III Submission Due</i>
13-14	Presenting Micro- Teaching Projects
15	How We Instruct/Grow/Reflect <i>Reflective Journal Due</i>

STUDENT RESPONSIBILITIES:

Students must read, understand and comply with Northwestern Polytechnic academic policies.

****Note:** all Academic and Administrative policies are available at NWP Policies | Northwestern Polytechnic ([nwpolytech.ca](https://www.nwpolytech.ca))

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 <https://www.nwpolytech.ca/about/polytechnic-leadership/policies-directory>.

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

ADDITIONAL INFORMATION

Class Attendance, Engagement, & Professional Participation

In accordance with official Northwestern Polytechnic Academic Policy, regular attendance and active participation are mandatory for student success. Missed in-class activities due to absences cannot be made up and will result in a grade of zero. Any student who misses more than 15% of scheduled instructional classes may be officially barred from writing the final examination or submitting the final project. This action results in a grade designation of *"Debarred from Exam"* on your academic transcript.

Arriving late or leaving early disrupts the learning environment. Repeated instances of unexcused lateness or early departures will be mathematically compiled and treated as full absences toward the 15% debarment threshold

Time Management

The expectation for this course is that students read/review the text material and D2L content according to the class schedule. Adopting and adhering to effective learning habits in this course will likely take up a great deal of time, so plan your schedule accordingly. It is difficult to catch up once a student falls behind in the readings and exercises. Assignments, quizzes, and tests missed will be recorded as zero. Assignments are due on the dates set by the instructor. Even if you are absent on the assignment due date, you have access to D2L and can be submitted

Email

Email correspondence to your instructor must be sent from your NWP student email account. Please include the course name and number in the subject line. Emails should be professionally formatted and include correct spelling and grammar, and a reference to course material and/or textbook pages, etc.