

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:	Doris LaChance	PHONE:	(780)539-2234
OFFICE:	A310	E-MAIL:	dlachance@nwpolytech.ca
OFFICE HOURS:	TBD or 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): ED2510

COREQUISITE(S):

REQUIRED MATERIALS:

McTighe, Jay, and Judy Willis. *Upgrade Your Teaching : Understanding by Design Meets Neuroscience*. ASCD, 2019. *This will be used in multiple courses.

Various readings such as book chapters and journal articles will be introduced in the beginning of the course. The course schedule with reading list and reading links/files will be provided on the D2L course page.

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-**.

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.

Grading Chart for courses with Alpha Grading:

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, D2L Course page
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
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 Principle of Instruction
10	Classroom Behaviour Toolkit Running the room video
11	<i>Reading Week</i>
12	How we Instruct/Grow/Reflect
13-14	Micro-Teaching Project Presentations
15	How we Instruct/Grow/Reflect

STUDENT RESPONSIBILITIES:

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>.

Attendance

Attendance in this course is very important. Missing a class has consequences for completing assignments, preparing for exams, or assessments. Students who arrive late or are absent from class are responsible for getting materials and information about the class activities from their classmates.

If you are or will be absent, please notify your instructor in advance.

If you are repeatedly absent you may receive an email notifying you of the risks associated with absenteeism.

Participation

There is an expectation that you participate in class discussions and activities and demonstrate professionalism in your interactions. Each student is responsible for ensuring respectful contributions to the learning environment. This relies on preparation for classes, activities and assignments, including an awareness of notices or updates communicated through myClass (D2L). Students should familiarize themselves with myClass and check it regularly. D2L is used for course organization including lectures, materials, resources and grade book.

Disruptive Behaviour

To ensure a positive learning environment for all, please make sure that your actions do not disrupt the instructor or other students. Students who are disruptive/disrespectful may be asked to leave.

Arrive on time and prepared for class. Chronically arriving late is distracting to others.

Follow your instructor's guidelines for the use of digital devices in the classroom.

Policy on Late Assignments

Assignment due dates will be discussed in class. Assignments are due at 23:59 pm on the due date unless another time is specified. Assignments submitted after the due date will be considered late. Missed assessments (assignments, quizzes, etc...) will be recorded as zero. No late assignments or rewrites of examinations are allowed.

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.

Statements of Expectations for AI use

Completing learning activities and assignments is a critical part of learning and essential to the development of your professional practice as an educator. Therefore, in this course, all learners will pledge to use AI tools in ethical and appropriate ways.

For example, it *would not be* ethical or appropriate to use Generative Artificial Intelligence applications such as ChatGPT to write a draft of a discussion post or assignment and submit it as your own work. The use of Generative Artificial Applications such as ChatGPT without proper citation will be considered plagiarism and treated as such using Northwestern Polytechnic's Academic Misconduct Procedures.

In comparison, it *would be* ethical and appropriate for you to use AI tools such as Spell Check or Grammarly to identify spelling and grammar errors in your own work so you can correct them before submission.

If you require additional clarity on the use of AI in this course, please reach out to your instructor.

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.