

# Western Education

Transforming Education. Transforming Lives.

## EDUC 5015Q 001 and 002 Teaching, Learning, and Development

### Instructor and Teaching Assistants:

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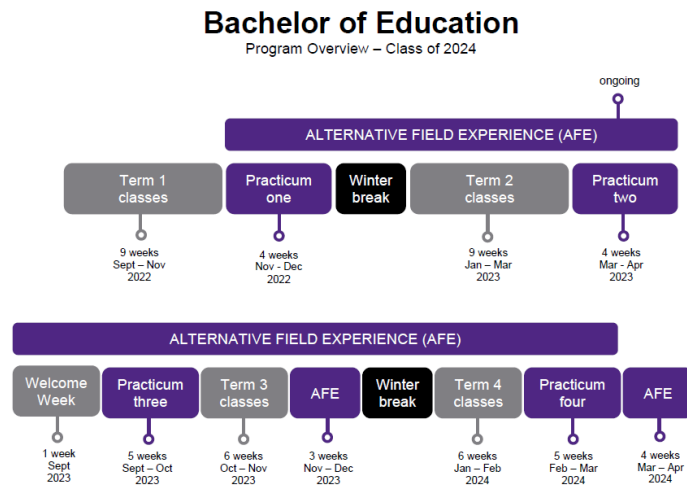
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### Schedule:

**Section 1:** Online asynchronous  
**Section 2:** Online asynchronous

### Program Context:

This is a **Core Course** taken by Teacher Candidates during **Year 1, Fall Term** of the Bachelor of Education.



# Teaching, Learning & Development (EDUC 5015Q)

## Course Description:

Teaching, Learning & Development will cover basic concepts, principles and theories of learning and human development that have direct applicability for teachers in classrooms. The course will examine the major concepts, theories and research of the field including such topics as learning, development, educational research, and common pitfalls and misunderstandings of teaching and learning. The course also includes weekly assignments that are designed to help students apply their weekly learnings to their own teaching practice.

## Course Credits:

0.25

## Number of Weeks: 9

### Week 1: Introduction and Brain Development for Learning

Teacher Candidates will be able to discuss the fundamental question "How do students learn?" from a basic brain science perspective. They will also be able to discuss how various aspects of the brain are implicated in key learning processes.

## Learning Activities

Type	Name	Description
Video	Course Overview and Brain Development & Learning	Watch Lecture 1 and complete checkpoint questions presented throughout lecture.
Peer Review	Assignment #1 for Peer Review	Weekly assignment #1 to be submitted to peer review partner by <b>Friday, September 9th, 2022 (11:59pm)</b> . See bottom of document for " <i>Assessment Activities</i> " description. Also, please visit " <i>Syllabus</i> " tab in OWL for more instructions about weekly assignments.
Discussion	Discussion Forum Participation	Participate in professional discussion with your peers and instructor on a weekly topic.

### Week 2: Evidence-Based Research to Inform Teaching

Teacher Candidates will be able to discuss evidence-based research and its implications for teaching and learning

## Learning Activities

Type	Name	Description
Video	Why use evidence-based research to inform teaching?	Watch Lecture 2 and complete checkpoint questions presented throughout lecture.
Peer Review	Assignment #2 for Peer Review	Weekly assignment #2 to be submitted to peer review partner by <b>Friday, September 16th, 2022 (11:59pm)</b> . See bottom of document for " <i>Assessment Activities</i> " description.

Also, please visit "[Syllabus](#)" *tab in OWL* for more instructions about weekly assignments.

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<b>Assignment</b>	Assignment #1 Submission	Weekly assignment #1 with peer review to be submitted to OWL via assignment dropbox by <b>Wednesday, September 14th, 2022 (11:59pm)</b> .  See bottom of document for " <a href="#">Assessment Activities</a> " description. Also, please visit " <a href="#">Syllabus</a> " <i>tab in OWL</i> for more instructions about weekly assignments.
<b>Discussion</b>	Discussion Forum Participation	Participate in professional discussion with your peers and instructor on a weekly topic.

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### Week 3: Theories of Cognitive Development

Teacher Candidates will be able to discuss traditional theories of cognitive development and how they are/are not useful in teaching and learning

#### Learning Activities

Type	Name	Description
<b>Video</b>	Theories of Cognitive Development	Watch Lecture 3 and complete checkpoint questions presented throughout lecture.
<b>Peer Review</b>	Assignment #3 for Peer Review	Weekly assignment #3 to be submitted to peer review partner by <b>Friday, September 23rd, 2022 (11:59pm)</b> .  See bottom of document for " <a href="#">Assessment Activities</a> " description. Also, please visit " <a href="#">Syllabus</a> " <i>tab in OWL</i> for more instructions about weekly assignments.
<b>Assignment</b>	Assignment #2 Submission	Weekly assignment #2 with peer review to be submitted to OWL via assignment dropbox by <b>Wednesday, September 21st, 2022 (11:59pm)</b> .  See bottom of document for " <a href="#">Assessment Activities</a> " description. Also, please visit " <a href="#">Syllabus</a> " <i>tab in OWL</i> for more instructions about weekly assignments.
<b>Discussion</b>	Discussion Forum Participation	Participate in professional discussion with your peers and instructor on a weekly topic.

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### Week 4: Top 20 Principles

Teacher Candidates will be able to discuss key principles identified by researchers in educational psychology that can facilitate teaching and learning in K-12 classrooms (Part 1 of 2)

#### Learning Activities

Type	Name	Description
<b>Video</b>	Principles from Psychology on Teaching and Learning (PreK-12) - Principles 1-10	Watch Lecture 4 and complete checkpoint questions presented throughout lecture.

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<b>Assignment</b>	Assignment #3 Submission	Weekly assignment #3 with peer review to be submitted to OWL via assignment dropbox by <b>Wednesday, September 28th, 2022 (11:59pm)</b> .  See bottom of document for " <a href="#">Assessment Activities</a> " description. Also, please visit " <a href="#">Syllabus</a> " tab in OWL for more instructions about weekly assignments.
<b>Peer Review</b>	Assignment #4 for Peer Review	Weekly assignment #4 to be submitted to peer review partner by <b>Friday, September 30th, 2022 (11:59pm)</b> .  See bottom of document for " <a href="#">Assessment Activities</a> " description. Also, please visit " <a href="#">Syllabus</a> " tab in OWL for more instructions about weekly assignments.
<b>Discussion</b>	Discussion Forum Participation	Participate in professional discussion with your peers and instructor on a weekly topic.

## Week 5: Top 20 Principles

Teacher Candidates will be able to discuss key principles identified by researchers in educational psychology that can facilitate teaching and learning in K-12 classrooms (Part 2 of 2)

### Learning Activities

Type	Name	Description
<b>Video</b>	Principles from Psychology on Teaching and Learning (PreK-12) - Principles 11-20	Watch Lecture 5 and complete checkpoint questions presented throughout lecture.
<b>Assignment</b>	Assignment #4 Submission	Weekly assignment #4 with peer review to be submitted to OWL via assignment dropbox by <b>Wednesday, October 5th, 2022 (11:59pm)</b> .  See bottom of document for " <a href="#">Assessment Activities</a> " description. Also, please visit " <a href="#">Syllabus</a> " tab in OWL for more instructions about weekly assignments.
<b>Peer Review</b>	Assignment #5 for Peer Review	Weekly assignment #5 to be submitted to peer review partner by <b>Friday, October 7th, 2022 (11:59pm)</b> .  See bottom of document for " <a href="#">Assessment Activities</a> " description. Also, please visit " <a href="#">Syllabus</a> " tab in OWL for more instructions about weekly assignments.
<b>Discussion</b>	Discussion Forum Participation	Participate in professional discussion with your peers and instructor on a weekly topic.

## Week 6: Behavioural Views of Learning

Teacher Candidates will be able to discuss key components of behaviourism and how they are/are not helpful for teaching and learning in modern times.

## Learning Activities

Type	Name	Description
Video	Behavioural Views of Learning (Behaviourism)	Watch Lecture 6 and complete checkpoint questions presented throughout lecture.
Assignment	Assignment #5 Submission	Weekly assignment #5 with peer review to be submitted to OWL by <b>Wednesday, Oct. 19th (11:59pm)</b> . See bottom of document for " <a href="#">Assessment Activities</a> " description. Also, please visit " <a href="#">Syllabus</a> " tab in OWL for more instructions about weekly assignments.
Peer Review	Assignment #6 for Peer Review	Weekly assignment #6 to be submitted to peer review partner by <b>Friday, October 21st, 2022 (11:59pm)</b> See bottom of document for " <a href="#">Assessment Activities</a> " description. Also, please visit " <a href="#">Syllabus</a> " tab in OWL for more instructions about weekly assignments.
Discussion	Discussion Forum Participation	Participate in professional discussion with your peers and instructor on a weekly topic.

## Week 7: Strategies for Effective Learning

Teacher Candidates will be able to discuss a variety of strategies for effective learning

## Learning Activities

Type	Name	Description
Video	Strategies for Effective Learning	Watch Lecture 7 and complete checkpoint questions presented throughout lecture.
Assignment	Assignment #6 Submission	Weekly assignment #6 with peer review to be submitted to OWL via assignment dropbox by <b>Wednesday, October 26th, 2022 (11:59pm)</b> . See bottom of document for " <a href="#">Assessment Activities</a> " description. Also, please visit " <a href="#">Syllabus</a> " tab in OWL for more instructions about weekly assignments.
Peer Review	Assignment #7 for Peer Review	Weekly assignment #7 to be submitted to peer review partner by <b>Friday, October 28th, 2022 (11:59pm)</b> . See bottom of document for " <a href="#">Assessment Activities</a> " description. Also, please visit " <a href="#">Syllabus</a> " tab in OWL for more instructions about weekly assignments.
Discussion	Discussion Forum Participation	Participate in professional discussion with your peers and instructor on a weekly topic.

## Week 8: Cognitive Views of Learning

Teacher Candidates will be able to discuss the cognitive perspective on learning, and the core cognitive constructs that are

imperative for effective learning outcomes

## Learning Activities

Type	Name	Description
Video	Cognitive Views of Learning	Watch Lecture 8 and complete checkpoint questions presented throughout lecture.
Assignment	Assignment #7 Submission	Weekly assignment #7 with peer review to be submitted to OWL via assignment dropbox by <b>Wednesday, November 2nd, 2022 (11:59pm)</b> . See bottom of document for " <a href="#">Assessment Activities</a> " description. Also, please visit " <a href="#">Syllabus</a> " <i>tab in OWL</i> for more instructions about weekly assignments.
Peer Review	Assignment #8 for Peer Review	Weekly assignment #8 to be submitted to peer review partner by <b>Friday, November 4th, 2022 (11:59pm)</b> . See bottom of document for " <a href="#">Assessment Activities</a> " description. Also, please visit " <a href="#">Syllabus</a> " <i>tab in OWL</i> for more instructions about weekly assignments.
Discussion	Discussion Forum Participation	Participate in professional discussion with your peers and instructor on a weekly topic.

## Week 9: Course Wrap Up

Final assignment submitted and course wrap up

## Learning Activities

Type	Name	Description
Assignment	Assignment #8 Submission	Weekly assignment #8 with peer review to be submitted to OWL via assignment dropbox by <b>Wednesday, November 9th, 2022 (11:59pm)</b> . See bottom of document for " <a href="#">Assessment Activities</a> " description. Also, please visit " <a href="#">Syllabus</a> " <i>tab in OWL</i> for more instructions about weekly assignments.

## Assessment Activities

Type	Name	Description
Formative Assessment	Lecture Checkpoint Quizzes	These "checkpoint" questions are multiple-choice, short-answer, or open-ended questions interwoven between lecture parts each week. You must complete them each week to get credit. You will not be penalized for incorrect responses.
Formative Assessment	Weekly Assignments	Each week you will be given the opportunity to apply the material you have been learning to your own future teaching. You will be presented with a question or scenario, and you will be asked to apply your understandings from the current week's content to a classroom teaching scenario.

The format of your assignment can involve a short 1-page commentary or report, a PowerPoint presentation with a voiceover, a video, a poster or storyboard, a brochure—the avenues to display your knowledge are almost limitless.

*Please visit the "Syllabus" tab on OWL for more details about your weekly assignments. Due dates for each assignment are presented week-by-week in this syllabus.*

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<b>Formative Assessment</b>	Peer Review	Your assignment each week must be sent to your pre-assigned peer for review by Friday of each week. Due dates for the peer reviews are presented weekly throughout this Syllabus. Please see Syllabus tab in OWL and for more details about the peer review process.
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## How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/policies.html)

## Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;

- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## Participation

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Ontario Curriculum & Supplementary Resources:



**Curriculum & Resources**

[dcp.edu.gov.on.ca/en](http://dcp.edu.gov.on.ca/en)

## Campus Services & Resources:



**Health and Wellness**

[uwo.ca/health](http://uwo.ca/health)



**Peer Support**

[westernusc.ca](http://westernusc.ca)



**Learning Skills**

[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**

[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**

[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**

[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**

[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**

Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)