ITL606 The Learner and Learning II

Course Outline

Mission of the Sanford College of Education

The Sanford College of Education prepares educators as lifelong learners, reflective practitioners, and ethical professionals. Our mission is accomplished in a learning community through professional preparation programs, partnerships with schools, and educational research.

Conceptual Framework

The values and beliefs of the National University Sanford College of Education are captured in the following brief summary of our conceptual framework. The conceptual framework aligns with course and program learning outcomes. You are developing the qualities described as you completed the assignments and master the learning outcomes.

Course Description

Examines theories and research regarding typical and atypical child and adolescent development and learning. Considers various data collection and assessment techniques guiding the selection of effective instructional strategies, practices, resources, and technologies needed to create environments supporting the full range of learners and provide equitable access to the curriculum.

Course Learning Outcomes

Upon the successful completion of this course, candidates will be able to do the following at an introductory level:

1. Compare a variety of learning theories and instructional approaches to meet the unique needs of learners (i.e., individual, small group, and/or whole class).
2. Compare knowledge of typical and atypical child and adolescent development in the identification of appropriate instructional services (including methodologies, strategies, resources, and technologies) to support a wide range of learners and ensure equitable access to the curriculum.
3. Compare the purposes, characteristics and appropriate use (and misuse) of a wide range of assessment practices, (e.g. formal and informal, formative and summative, progress monitoring, and multi-tiered systems of support, performance, etc.).
4. Analyze data from a variety of assessments and data sources (e.g. IEP, IFSP, ITP, 504), and their implications for learning objectives and plans; monitoring student progress; differentiating, making accommodations, and making adaptations; identifying strategies and environmental supports appropriate to the individual student's success, and incorporating critical and creative thinking.
5. Apply effective strategies for creating a learning environment that ensures students (and their families) are treated fairly and respectfully, and that addresses issues of intolerance and harassment (e. g., bullying, racism, sexism, etc.) among students and others in the educational community.

Course Resources

This course uses a Course Resource Guide to provide centralized access to all your weekly readings. The link to Course Resources is located on the top navigation bar of the course.

Required Reading:

Ca Dyslexia Guidelines https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

Course Specific Expectations

Before beginning and submitting any work in ITL606 please note the following:

1. Assignments must be completed as directed in order to earn points. This is to ensure you meet the Course Learning Outcomes which are tied to TPEs and State Standards.
2. Assignments must be submitted to Brightspace as a Word document. This is needed so the instructor can access the work, assess it per the rubric, and view it as written. This is because instructors are not able to view all types of word processing. You may go to the

National University campus nearest to you to use Microsoft Word in the Computer Lab if necessary.

3. Assignments submitted must be one document. If there are appendices or other attachments, copy and paste them into the Word document. This is to ensure all parts of your submission are available to and graded by your instructor. APA form and style are required on all written assignments except the Discussion Board.

4. APA form and style includes but is not limited to correct grammar, correct punctuation, correct spelling, correct formatting of Title Page, pagination, citations, reference list of cited sources, correct font and use of indentation of paragraphs. For other formatting issues, refer to the APA manual. This is a graduate course, part of a masters program, and it is expected that, as graduate or post-graduate students, you know and use the professional form and style of your profession.

5. Work not formatted appropriately, not visible to the instructor, not following APA form and style will be returned for revision and resubmission. If revision and resubmission are completed after the due date, and arrangements have not been made with your instructor, they will be considered late and receive no points. This is to ensure you have a chance to correct mistakes and can be assessed on all aspects of your work.

The readings, handouts, and assignments will focus on learning theories, including typical and atypical development and factors of diversity impacting learning; models of teaching based on theory and related teaching methodologies; assessment and other data collection; Universal Design for Learning (UDL) and application of data to address student needs in the selection of instructional methods/strategies and other interventions, and for the graduate level course, classroom management.

- For onsite and hybrid course delivery, candidates are expected to attend onsite class sessions, actively participate, and complete all assignments identified in the course outline.
- For hybrid course delivery **Participation: Weekly Synchronous Video Conference Sessions** or alternate activities, and Threaded Discussions is necessary for non-onsite work.
- For online course delivery, candidates are expected to regularly login to the course, participate via Threaded Discussions and **Participation: Weekly Synchronous Video Conference Sessions** or alternate activities, and complete all assignments identified in the course outline. Attendance of weekly Synchronous Video sessions are considered extra credit.

Late work must be submitted meeting these criteria but may not be awarded points. All assignments must be submitted on time unless arrangements to submit at a different time **have been made with the instructor before the due date**. Otherwise late assignments will receive **no points**. Grades are based on points accumulated from all assignments, collaborative group activities, class participation, and examinations.

Assigned readings should be cited in your responses, when possible and appropriate. Responses should make a point and provide rationale for the point.

- Each candidate may accumulate a total of **0** points.

This dynamic and interactive course enables the candidate to participate in the following assignments to develop and extend his/her knowledge of instructing students. **Detailed Course Assignments and**

Method of Assessment/Evaluation

All assignments must be submitted on time unless arrangements to submit at a different time **have been made with the instructor before the due date**.

The readings, handouts, research articles, and assignments focus on understanding learning through psychological theories applied in education, models of teaching, and methodologies. Included is content related to characteristics of children and youth with disabilities and those whose learning is impacted by issues of diversity such as language, culture, socio-economic status, gender, and religion. Grades are based upon points accumulated from all Assignments, collaborative activities, participation, case studies, exams, and presentations. Each student may accumulate **100** points. **Delivery Format and Evaluation**

Online Courses

Candidates will participate in threaded discussions which will focus on topics of the course. Candidates will be expected to participate in each discussion with questions, answers, and comments expressing their opinions, and cite sources to support opinions. The discussion prompts are not intended as essay questions but to foster dialogue and encourage candidates to express their thoughts, as in a traditional oral group discussion. Candidates are required to post **one original** entry and at least two **responses** to other postings per threaded discussion question. **Grades will be based on the following assignment and points:**

Points, and Due Dates

Module	Assessment	Points	Due Date
1	Meet and Greet/Introduction	NA	**Day 1**

1	Lectures/Required Readings	NA	**Tuesday**
1	MC Knowledge Checks 1-7	14	**Wednesday**

1	Synchronous Session – Extra Credit	Extra Credit	**TBD by Instructor**
1	Week 1 Discussion	10	**Initial Post Wednesday Response by Sunday**
1	Assignment 1A - Theory to Practice Graphic Organizer	35	**Sunday**
2	Lecture/Required Readings	NA	**Online**
2	MC Knowledge Checks 8-11	8	**Wednesday**
2	Synchronous Session – Extra Credit	Extra Credit	**TBD by Instructor Sunday**
2	Week 2 Discussion	10	**Initial Post Wednesday Response by Sunday**
2	Assignment 2A Unpacking and Reflecting on TPE 3	30	**Sunday**
2	Assignment 2B Diversity and Inclusion Dyslexia Modules Read the Modules for Dyslexia. Read CA Dyslexia Guidelines Chapters 6, 7, and 9 Complete the chart to check off main points of the Dyslexia Guidelines and include effective strategies to provide support for children with Dyslexia Refer to UC/CSU Collaborative for Neuroscience, Diversity, and Learning (arrayalearning.org)	30	**Sunday**

	E-Learning Modules – UC/CSU California Collaborative for Neurodiversity and Learning (ucla.edu) (SEL)	7	
3	Lectures/Required Readings	NA	**Online**
3	MC Knowledge Checks 12-15	8	**Wednesday**
3	Synchronous Session – Extra Credit	Extra Credit	**TBD by Instructor Sunday**
3	Week 3 Discussion	10	**Initial Post Wednesday Response by Sunday**
3	Assignment 3A 1 Lesson Plan Rationale	25	**Sunday**
3	Assignments 3B Field Experience Module Acknowledgement	10	**Sunday**
3	Assignment 3C – Field Experience (Report and Reflection)	30	**Sunday**
4	Lectures/Readings Required	NA	**Online**
4	MC Knowledge Checks 16-22	14	**Wednesday**
4	Synchronous Session – Extra Credit	Extra Credit	**Saturday**

4	Week 4 Discussion	10	**Initial Post Wednesday Response by Saturday**
4	Assignments 4A Instructional Approach Teaching	40	**Saturday**

Requirements Participation: Brightspace Collaborate (Extra Credit)

Participation in person or via Collaborate provides an opportunity for your instructor to get to know you, gives you opportunity to discuss content and requirements, and demonstrate your knowledge. For participation onsite, candidates will receive 2 points per week[2] if they participate onsite.

Online courses will have one Collaborate Session per week scheduled for 2+ hours, from 5:30 to 6:30 pm, usually. Your instructor will let you know which evening. Although the expectation is for you to attend live, if you are **unable** to do so, the session will be recorded. Individuals not attending live are required to view the recorded session and complete a worksheet prepared for them. This is to be submitted by Friday of the week of the session unless your instructor tells you otherwise. (For hybrid and onsite courses Collaborate Session content will be incorporated into the onsite session each week.)

All papers submitted will be typed, double-spaced, using 12 point font, and follow APA form and style.

DISCUSSION BOARD Assignments/Posts/Responses (20 Points Total = 5 pts each Week)

Each week you will be required to respond to a prompt in the Discussion Board (found in Brightspace). You will also respond to two of your peers. You will receive up to 3 points for your original post and up to 2 points for your peer responses. Posts must be made by Wednesday midnight, and peer responses by Sunday midnight. No exceptions. No late work will be accepted for Discussion Board posts or responses to peers.

Form and Style for Written Work

 The form and style of the profession of education and special education is that of the American Psychological Association (APA). For guidance with APA format, an excellent tutorial is available at https://www.apastyle.org/index . To access the website, copy and paste the web address into your browser. Clicking on this particular link may not work. It is recommended you NOT rely on Purdue OWL as it has some guidelines specific to that university.

Zoom Live Options –

During each week, you will have an opportunity to engage in a live Brightspace Zoom synchronous session with your instructor and classmates or an asynchronous experience covering content that has

already been presented in your course shell. Please select one of the two options below. Students are highly encouraged to complete option 1.

*   OPTION 1 (Synchronous/2 points): Attend the online live Brightspace Collaborate session that willbe held for one hour per scheduled day and time unless otherwise specified by the instructor.

*   OPTION 2 (Asynchronous/2 points): Review the archived recording of Week One online live Collaborate session and then respond to the following two prompts by clicking in the "Create a Thread" button of the assignment link by Friday of Week One or according to a deadline established by the instructor.

*   What "aha" moment did you have concerning the discussion during the live session recording? In other words, what information or concept surprised you or enlightened you, perhaps something you had not understood clearly before or that you had never considered??

*   Generate one or two questions based on what was discussed during the live session recording.

Evaluation Grading Scale

Letter	Percentage	Letter	Percentage
A	96-100	A-	90-95
B+	87-89	B	84-86
B-	80-83	C+	77-79
C	74-76	C-	70-73
D+	67-69	D	64-66
D-	60-63	F	0-59

(Please refer to the National University policies regarding grades of incomplete or withdrawals from a course, found in the current National University General Catalog online.)