VANCOUVER ISLAND UNIVERSITY
FACULTY OF HEALTH AND HUMAN SERVICES

SCHOOL AND COMMUNITY SUPPORT WORKER PROGRAM

SCSW 130   TEACHING AND LEARNING STRATEGIES

COURSE OUTLINE

Section: S17N01   **Semester: Spring 2017**

Instructor: Bob Esliger

Office Location: VIU Nanaimo

Office Hours: By appointment

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Class Times: 5:30-8:30 Tuesdays (First Class – January 9th, 2017)

Class Location: Building 180, Room 238, Nanaimo Campus

Course Description

This course will offer participants an opportunity to acquire knowledge and practical skills for working effectively in inclusive settings with individuals and small groups of students who have challenging conditions. The focus will be on understanding inclusive philosophy and gaining practical skills that will aid the participant in enhancing the abilities of individuals to interact independently in their learning and community environments.

Topics include understanding human development across the lifespan, diversity, observation and documentation, individual education planning (IEP), adapting and modifying curriculum, teaching/learning strategies, collaborative teaming and developing appropriate resources.

The goal is to discuss each aspect of this course in relation to both students (at school) and clients (in the community). If you happen by an instance where only students or clients is used, please know that the goal is for you to respond with both or one particular focus in mind.

Course Learning Objectives

On successful completion of this course, participants will be able to:

- Implement goals and methods of fully inclusive educational settings across the lifespan.
- Develop an introductory understanding of human development for children and adolescents.
- Demonstrate a beginning knowledge of universal design for learning (UDL) and differentiated instruction. (DI)
- Recognize the disability designations under the education act as applied in the school system
- Demonstrate understanding of the roles, duties, expectations, and ethical responsibilities of an educational assistant;
- Demonstrate knowledge and skills necessary to be an effective and collaborative team member within the school setting;
- Identify and apply strategies, and techniques which accommodate individualized learning needs specific to K-12 settings as well as to community settings like recreation, Lifeskills and employment.
- Demonstrate knowledge and skills necessary for the effective participation in the development and implementation of individual education plans (IEPs);
- Demonstrate the ability to understand when and how curriculum needs to be adapted or modified;
- Develop an understanding of school wide systems like Positive Behaviour Support and Response to Intervention.
- Develop understanding and problem solving strategies for ethically challenging professional dilemmas that arise for Education Assistants promoting full inclusion and universal design for learning;
- Demonstrate the ability to utilize charting and record keeping devices specific to teaching and learning.

Course Schedule

Weeks run from midnight Sunday through to midnight the following Sunday. All assignments are due by 11:59pm pacific time on the specified date, unless otherwise indicated.

Course Overview - Available Online

Module 1: January 9th, 2017 (Setting the Stage)
Module 2: January 16th, 2017 (Inclusion)
Module 3: January 30h, 2017 (School-Wide Systems)
Module 4: February 20th, 2017 (Designations and Teaching Strategies)
Module 5: March 6th, 2017 (Looking into the IEP)
Module 6: March 20th, 2017 (Supporting Student Learning)

Required Text

No required text

Access to a computer and the VIU D2L site is necessary.

Method of Student Evaluation

	Description	% of Final Grade
1.	Reflective Discourse (Weekly Reflection)	10 %
2.	Written Responses (two - 15% each)	30 %
3.	Development of Strategy "Tool Box"	10 %
4.	Unit Quizzes	20 %
5.	Final Exam	20 %
6.	Assignments, Attendance and Participation	10 %
	Total	100 %

Weekly Reflections

Studies have shown that reflection upon one's learning is key to a full learning experience. For this reason, you will be required to participate in online discussion forums as part of your professional development.

How long will they take?

As a rough guide, each reflection should take approximately 10 - 15 minutes. You may take more or less time depending upon your time constraints and the amount of detailed information you wish to include.

What should I write?

The process is about gaining access to your experience and thoughts, and sharing them.

Don't worry if you discover your comments overlap or if you feel one question has already been answered in response to another. Try to write something, reflecting upon your own experiences and your new learning.

What is the timeframe?

Weekly reflection posts should be made weekly. If you don't keep up with them you could become overwhelmed and begin to feel "out of sync" in the course.

Your instructor will monitor reflections and keep track of participation.

Confidentiality

Please don't use real names/data in your reflections or any other information that will divulge the identity of the people or the situation.

Please maintain professional personal boundaries and refrain from providing any information that one could consider "too personal".

If you have any questions or concerns about your reflection please don't hesitate to discuss with the instructor.

Writing Assignments (two)
These will be clearly identified during the first class.

In your Written Assignments:

- Choose three (3) key points that you want to write about from the article you read.
- For each "key point" state your agreement or disagreement and an explanation for your point of view.

Format:

- This is a formal APA written response and should contain an introduction, body, conclusion and reference.
- It should be between 2 - 4 double-spaced pages.
- A rubric is provided to guide you in your work.
- You may have only the article to reference, but you may choose to incorporate information from another source(s).

Quizzes
All quizzes are completed online. Some are completely multiple choice. Others have a variety of questions and will require your instructor to hand-grade essay questions or short answer questions. Don't panic after completing a quiz and you get a very low grade, it may be simply because your instructor will have to re-open your quiz and grade the essay/short answer questions by hand.

Some quizzes you will have time limits and others you will have the opportunity to take the quiz again to increase your grade.

All quizzes will become available at midnight of the last week of the module.

Toolbox Assignment
For this assignment will need to either create your own method of representing your "tools" or simply use the attachment as a method of listing and explaining the tools that you have in your toolbox. Either method is fine as long as you cover the requirements for the assignment.

You will need to identify five (5) teaching and learning strategies for each curricular area listed. If you are only interested in working with adults in the community you can focus your toolbox specifically in that area.

More information will be made available to you in the Module in which this assignment is introduced. If you have further questions you can email your instructor or ask your questions in the Course Related Questions Forum.

Once our real-time software is available to us we will have discussions regarding all assignments.

GENERAL REGULATIONS AND STUDENT CONDUCT

Students are expected to review and adhere to the General Regulations and Student Conduct Code (Policy 32.05): http://www.viu.ca/calendar/GeneralInformation/generalregulations.asp

Students are expected to review and adhere to the *Faculty of Health and Human Services* Policies and Procedures listed here: https://www2.viu.ca/hhs/HHSPoliciesandProcedures.asp

Academic Integrity

Academic integrity is expected of all students. Please read through the Student Academic Code of Conduct policy (www.viu.ca/policies) to ensure that you are aware of VIU's expectations. Violations of the academic code of conduct will be taken seriously and acted upon according to this policy.

Academic Honesty

It is a violation of university policy to plagiarize, to recycle work, or to cheat or attempt to cheat on exams, homework or any type of assignment.

"It is essential that every student understand the standards of academic honesty and how to avoid dishonesty by proper acknowledgment of intellectual indebtedness". Drawing on the ideas of others as you develop your own is an essential and exciting component of intellectual work. Whenever you use other writers' ideas, however, you must acknowledge your sources. Doing so allows you to distinguish between your ideas and those of others; it directs your readers to relevant sources; and it allows you to give credit where credit is due."

You must not:
- take others' thoughts or words without appropriate acknowledgment;
- submit work that has been written or revised in part or in whole by another person;
- submit work that you have submitted for another class, or
- cheat or attempt to cheat on a quiz, exam or assignment.

Handling of Student Work

- **Students are responsible for retaining a copy of all submitted work.**
- All assignments to be submitted online via D2L dropbox unless otherwise specified.
- Every effort will be made to return assignments to students within three weeks.
- Students can make an appointment with their instructor to review and discuss their exams, assignments or course grade.
- Final grades will be posted on your student record using the VIU Gradebook.

Late Submission of Assignments and Missed Exams

All assignments are to be submitted to the instructor by the due date. If, due to illness or emergency this will not be possible, please discuss this with the instructor (<u>before the due date</u>) and an individual revised due date may be established.
Any assignment received more than 3 calendar days late without negotiation may not be accepted.
If accepted, a late penalty may be determined by the instructor.

All tests are to be written on the date specified. If extenuating circumstances arise such as illness or emergency and completion of tests is not possible on the scheduled date, please discuss this with the instructor **prior to** the test date. Alternate arrangements or make-up assignments are at the discretion of the instructor.

Student Supports

1. Vancouver Island University Calendar: http://www.viu.ca/calendar/

2. Student Affairs: http://www.viu.ca/studentservices/

3. Writing Centre: http://sites.viu.ca/writingcentre/

4. Vancouver Island University student information: http://www.viu.ca/students/

5. Access to Instructor through email

GRADES IN THE HUMAN SERVICES PROGRAMS

Grading System for University Transfer, Career/Technical and Degree Program Courses

Grade	Percentage (%)	Grade Value	Point Description
A+ A A-	90-100 85-89 80-84	4.33 4.00 3.67	**Excellent** (First Class Standing)
B+ B B-	76-79 72-75 68-71	3.33 3.00 2.67	**Good**
C+ C C-	64-67 60-63 55-59	2.33 2.00 1.67	**Satisfactory**
D	50-54	1.00	**Poor**
F	0-49	0.00	**Failing work** Unsatisfactory performance or failure to meet course requirements.
UW	N/A	0.00	**Unofficial Withdrawal** Course not completed due to unofficial withdrawal. Calculated as a "0" in the GPA.
CR	N/A	0.00	**Course passed** Requirements completed, but not calculated in GPA.
INC	N/A	0.00	**Incomplete** If course requirements are not completed after 90 days from the course end date, the "INC" grade will automatically become an "F" grade.
CS	N/A	0.00	**Continuing Status** In good standing. Course is delivered over 2 terms, separated by a break. Final mark to be issued at end of 2nd term.
AUD	N/A	0.00	**Audit**
INP	N/A	0.00	**In Progress** In good standing. Student must re-enrol within one year.
NGS	N/A	0.00	**No Grade Submitted yet** Neither Pass nor Fail.