

MIDDLE GRADES (BSED)

Loyola's Middle Grades Education program is designed for undergraduates seeking to become licensed middle school educators. The three Middle Grades Education pathways include a Middle Grades Education major and an additional content area (Language Arts, Social Studies, or Science). Mathematics is presently NOT available as a middle grades content area. However, if a candidate is an Elementary or Secondary Education major, they can add a Middle Grades endorsement to their IL Professional Educator License in any of the above areas (including Mathematics) by taking a small number of courses and passing the appropriate Illinois content area test in the Middle Grades content area. The SOE Undergraduate Advisor can provide details on endorsement requirements. Middle Grades majors require a greater number of courses in these content areas.

All of Loyola's Bachelor of Science in Education (BSEd) students complete the Teaching, Learning, and Leading with Schools and Communities (TLLSC) curriculum. This approach emphasizes authentic practices in real classrooms. TLSC modules largely take place in school and community settings across the City of Chicago and were designed with four Cornerstones in mind—partnering with schools and communities, classroom diversity, ongoing classroom experience, and participating in professional learning communities.

Upon graduation, Middle Grades Education majors earn a BSEd in Middle Grades Education. They are eligible for the Illinois State Board of Education Professional Educator License (PEL) that includes an endorsement in their content area, as well as the English as a Second Language (ESL) endorsement and the International Baccalaureate (IB) certificate.

Related Programs

Major

- Elementary Education (BSEd) (<https://catalog.luc.edu/undergraduate/education/elementary-education-bsed/>)
- Secondary Education (BSEd) (<https://catalog.luc.edu/undergraduate/education/secondary-education-bsed/>)
- Special Education (BSEd) (<https://catalog.luc.edu/undergraduate/education/special-education-bsed/>)

Curriculum

The Middle Grades major includes Core Curriculum and School of Education courses. In addition, all Education majors complete field-based learning modules carrying a TLSC prefix. Each of these types of requirements is explained in the table below. Consult the SOE undergraduate advisor and the Suggested Sequence of Classes table for the specific requirements of the major.

The order of the TLLSC curriculum is fixed; it is strongly recommended that students refer to the Suggested Sequence of Courses (p. 2) to locate specific requirements of the major.

| Code | Title | Hours |
|------|-------|-------|
|------|-------|-------|

University Core courses

Core requirements are typically met by taking 16 courses across ten central areas of knowledge and inquiry. Some Core requirements may be met by taking pre-approved courses within the Secondary Education major (e.g., ELPS 219 and ELPS 302). Certain Core requirements may be met by taking the courses in your content area major or through transfer credit. Consult the Suggested Sequence of Classes tables below to identify the Core requirements for each content area, and always consult with the SOE undergraduate advisor about which Core requirements apply to your major.

Content area major courses

These courses provide you with required foundational knowledge of the content area you plan to teach (e.g., mathematics, social sciences, English). Content area courses are usually offered through the College of Arts and Sciences and include students from other majors across the University. The specific required courses within your content area major (as well as any electives) are indicated in the Suggested Sequence of Classes tables below. Because of the strong concentration of this coursework in your content area, your content area major courses typically address not only degree and licensure requirements, but an area of the University Core as well. The SOE undergraduate advisor will guide you through these requirements.

School of Education CIEP and ELPS Courses

Education degree requirements include a small number of courses offered within the School of Education and designed for Education majors. At times, these courses address a specific University Core requirement; for example, all Secondary Education majors meet the Philosophical Tier 2 Core requirement by taking ELPS 302. Secondary English and Math majors must take ELPS 219 (Tier 2 Historical), and only Secondary English majors must take CIEP 350.

| | | |
|----------|--|---|
| CIEP 305 | Reading Teacher Practicum | 3 |
| CIEP 327 | Teaching English Language Arts in the Middle Grades | 3 |
| CIEP 328 | Assessment and Diagnosis of Reading Problems | 3 |
| CIEP 329 | Materials, Resources, & Strategies for Reading Teacher | 3 |
| CIEP 350 | Adolescent Literature | 3 |
| CIEP 351 | Curriculum and Teaching in the Middle School | 3 |
| CIEP 359 | Teaching Reading | 3 |
| ELPS 219 | History of American Education | 3 |
| ELPS 302 | Philosophy of Education | 3 |

School of Education field-based TLSC modules

TLSC modules must be taken in order and in established groups each semester, called Sequences. As you move through the three TLLSC Phases, you will gain extensive field experience, as well as knowledge and skills that will help you stand out from graduates of other teacher education programs. You will enter the field prepared to work in today's diverse classrooms with students of many backgrounds. The TLLSC secondary curriculum includes a one-year internship (TLSC 360, TLSC 370, TLSC 380) in a high school under the supervision of a licensed and experienced teacher in your content area in collaboration with a University Supervisor. You must also enroll in Professional Learning Communities (PLCs) each fall (TLSC 300A) and spring (TLSC 300B). In these PLCs, you will collaborate with the other students in your major and content area. PLCs are led by faculty experts in each content areas. To better understand how this curriculum will look over your four-year undergraduate experience, you should visit the Suggested Sequence of Classes table for your content area. TLSC modules are listed below in numerical order.

Phase One - Exploration

| | | |
|-----------|--|---|
| TLSC 110 | The Profession and Our Program (TLLSC) | 1 |
| TLSC 120 | Bringing Language, Learning & Development Theory into Practice | 2 |
| TLSC 130 | Sequence One: 130 Community Immersion | 1 |
| TLSC 140 | Teaching, Learning and Leading for Social Justice | 1 |
| TLSC 150 | Constructive Learning Environments For Diverse Students | 1 |
| TLSC 160 | Analyzing Culturally-Responsive Classroom Instruction | 1 |
| TLSC 210 | Educational Policy For Diverse Students | 2 |
| TLSC 221 | Individualized Instruction and Assessment for Diverse Learners | 2 |
| TLSC 222 | Authentic Assessment and Instruction for Bilingual Learners | 2 |
| TLSC 300A | Professional Learning Communities (Secondary Education majors must enroll each fall in the TLSC 300A section that corresponds with their major/content area. Fall/Spring PLC credit is issued in the spring. Students must enroll in PLCs every semester.) | 0 |
| TLSC 300B | Professional Learning Communities (Secondary Education majors must enroll each spring in the TLSC 300B section that corresponds with their major/content area. Students must enroll in PLCs every semester.) | 1 |

Phase Two - Concentration

Phase Two includes one full semester (usually the fourth) of content area coursework and no TLSC modules.

| | | |
|----------|--|---|
| TLSC 310 | Language and Literacy for Diverse Students | 2 |
| TLSC 320 | Using Classroom Data in a Collaborative Env to Advance Student Achievement | 2 |
| TLSC 330 | Discipline-Specific Literacy for Diverse Students | 2 |
| TLSC 340 | Teaching and Learning in an Area of Specialization | 2 |
| TLSC 350 | Teaching and Learning with a Global Framework | 4 |

Phase Three - Specialization

| | | |
|----------|--|---|
| TLSC 360 | Developing Rigorous and Relevant Instruction & Assessment | 3 |
| TLSC 370 | Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tchng Perform Assmt Prep | 3 |

| | | |
|--------------------|--|-----------|
| TLSC 380 | Tching, Lrning & Leading with Schools & Communities Internship: Stud Tchng | 12 |
| Total Hours | | 71 |

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Social Sciences Concentration

| Course | Title | Hours |
|---|---|-----------|
| Sequence 1 | | |
| Submit required documentation and background check prior to program entry | | |
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 110 | The Profession and Our Program (TLLSC) | 1 |
| TLSC 120 | Bringing Language, Learning & Development Theory into Practice | 2 |
| TLSC 130 | Sequence One: 130 Community Immersion | 1 |
| UCWR 110 | Writing Responsibly (CORE: Scientific Knowledge and Experience Tier 1) | 3 |
| HIST 101 or HIST 102 or HIST 103 or HIST 104 | Culture, Power and Identity: Western Ideas & Institutions to 17th Century (Historical Tier I) or Culture, Power and Identity: Western Ideas & Institutions from 17th Century or American Pluralism or Global History Since 1500 | 3 |
| CORE: Literary Knowledge and Experience Tier I | | 3 |
| UNIV 101 | First Year Seminar | 1 |
| Hours | | 14 |
| Sequence 2 | | |
| TLSC 300B | Professional Learning Communities | 1 |
| TLSC 140 | Teaching, Learning and Leading for Social Justice | 1 |
| TLSC 150 | Constructive Learning Environments For Diverse Students | 1 |
| TLSC 160 | Analyzing Culturally-Responsive Classroom Instruction | 1 |
| HIST 211 or HIST 212 | US History to 1865: Themes & Issues or US History since 1865: Themes & Issues | 3 |
| CIEP 350 | Adolescent Literature (offered Spring only) | 3 |
| SOCL 101 | Society in a Global Age (Societal Tier I) | 3 |
| CORE: Scientific Literacy Tier I | | 3 |
| Must have completed the CPS Background Check by Sequence 2. | | |
| Hours | | 16 |
| Sequence 3 | | |
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 210 | Educational Policy For Diverse Students | 2 |
| TLSC 221 | Individualized Instruction and Assessment for Diverse Learners | 2 |
| TLSC 222 | Authentic Assessment and Instruction for Bilingual Learners | 2 |

| | | |
|--------------------------|--|---|
| ELPS 219 | History of American Education | 3 |
| CORE: Artistic Knowledge | | 3 |
| ENVS 283 or ANTH 104 | Environmental Sustainability (Scientific Tier II) or The Human Ecological Footprint | 3 |

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|--------------|--|-----------|
| Hours | | 15 |
|--------------|--|-----------|

Sequence 4

| | | |
|--------------------------------------|--|---|
| TLSC 300B | Professional Learning Communities | 1 |
| CIEP 327 | Teaching English Language Arts in the Middle Grades ¹ | 3 |
| CIEP 351 | Curriculum and Teaching in the Middle School | 3 |
| CIEP 359 | Teaching Reading | 3 |
| PLSC 101 | American Politics (Societal Tier II) | 3 |
| CORE: Philosophical Knowledge Tier I | | 3 |

| | | |
|--------------|--|-----------|
| Hours | | 16 |
|--------------|--|-----------|

Sequence 5

| | | |
|--|--|---|
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 310 | Language and Literacy for Diverse Students | 2 |
| TLSC 320 | Using Classroom Data in a Collaborative Env to Advance Student Achievement | 2 |
| TLSC 330 | Discipline-Specific Literacy for Diverse Students | 2 |
| CIEP 328 | Assessment and Diagnosis of Reading Problems | 3 |
| CORE: Quantitative Knowledge | | 3 |
| CORE: Theological and Religious Studies Tier I | | 3 |
| Apply for Student Teaching by October 1 | | |

| | | |
|--------------|--|-----------|
| Hours | | 15 |
|--------------|--|-----------|

Sequence 6

| | | |
|--|--|---|
| TLSC 300B | Professional Learning Communities | 1 |
| TLSC 340 | Teaching and Learning in an Area of Specialization | 2 |
| TLSC 350 | Teaching and Learning with a Global Framework | 4 |
| CIEP 329 | Materials, Resources, & Strategies for Reading Teacher | 3 |
| ECON 201 | Principles of Microeconomics | 3 |
| CORE: Ethics | | 3 |
| Take Middle Grade Social Science #204 Exam | | |

| | | |
|--------------|--|-----------|
| Hours | | 16 |
|--------------|--|-----------|

Sequence 7

| | | |
|---|--|---|
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 360 | Developing Rigorous and Relevant Instruction & Assessment | 3 |
| TLSC 370 | Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tchng Perform Assmt Prep | 3 |
| ELPS 302 | Philosophy of Education | 3 |
| CIEP 305 | Reading Teacher Practicum | 3 |
| CORE: Theological and Religious Studies Tier II | | 3 |

| | | |
|--------------|--|-----------|
| Hours | | 15 |
|--------------|--|-----------|

Sequence 8

| | | |
|-----------|---|----|
| TLSC 300B | Professional Learning Communities | 1 |
| TLSC 380 | Tching, Lrning & Leading with Schools & Communities Internship: Stud Tchng (Engaged Learning) | 12 |

Must have passed Middle Grade Social Science Exam prior to student teaching.

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|--------------|--|-----------|
| Hours | | 13 |
|--------------|--|-----------|

| | | |
|--------------------|--|------------|
| Total Hours | | 120 |
|--------------------|--|------------|

¹ Offered irregularly; if it is not offered during Sequence 4, students must take in Sequence 6.

Science Concentration

| Course | Title | Hours |
|--------|-------|-------|
|--------|-------|-------|

Sequence 1

| | | |
|--|--|---|
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 110 | The Profession and Our Program (TLLSC) | 1 |
| TLSC 120 | Bringing Language, Learning & Development Theory into Practice | 2 |
| TLSC 130 | Sequence One: 130 Community Immersion | 1 |
| UCWR 110 | Writing Responsibly | 3 |
| CORE: Scientific Knowledge Tier 1 | | 3 |
| CORE: Literary Knowledge and Experience Tier 1 | | 3 |
| UNIV 101 | First Year Seminar | 1 |
| Complete CPS Background Check | | |

| | | |
|--------------|--|-----------|
| Hours | | 14 |
|--------------|--|-----------|

Sequence 2

| | | |
|---|--|---|
| TLSC 300B | Professional Learning Communities | 1 |
| TLSC 140 | Teaching, Learning and Leading for Social Justice | 1 |
| TLSC 150 | Constructive Learning Environments For Diverse Students | 1 |
| TLSC 160 | Analyzing Culturally-Responsive Classroom Instruction | 1 |
| CIEP 350 | Adolescent Literature ((offered Spring only)) ¹ | 3 |
| CORE: Philosophical Knowledge Tier I | | 3 |
| CORE: Historical Knowledge Tier I | | 3 |
| CORE: Societal and Cultural Knowledge Tier I | | 3 |
| Must have completed the CPS Background Check by Sequence 2. | | |

| | | |
|--------------|--|-----------|
| Hours | | 16 |
|--------------|--|-----------|

Sequence 3

| | | |
|-------------------------------|--|---|
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 210 | Educational Policy For Diverse Students | 2 |
| TLSC 221 | Individualized Instruction and Assessment for Diverse Learners | 2 |
| TLSC 222 | Authentic Assessment and Instruction for Bilingual Learners | 2 |
| ELPS 219 | History of American Education | 3 |
| CORE: Quantitative Knowledge | | 3 |
| SCIENCE: Earth Science Course | | 3 |

| | | |
|---|--|-----------|
| ENVS 223 or ENVS 224 | Soil Ecology or Climate & Climate Change | |
| Hours | | 15 |
| Sequence 4 | | |
| TLSC 300B | Professional Learning Communities | 1 |
| CIEP 351 | Curriculum and Teaching in the Middle School | 3 |
| CIEP 359 | Teaching Reading | 3 |
| CORE: Societal and Cultural Knowledge Tier II | | 3 |
| General Elective Course | | 3 |
| SCIENCE: Physical Science Course | | 3 |
| Select one of the following: | | |
| PHYS 101 | Liberal Arts Physics | |
| PHYS 102 | Planetary and Stellar Astronomy | |
| PHYS 106 | Physics of Music | |
| CHEM 160 | Chemical Structure and Properties | 3 |
| Hours | | 19 |
| Sequence 5 | | |
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 310 | Language and Literacy for Diverse Students | 2 |
| TLSC 320 | Using Classroom Data in a Collaborative Env to Advance Student Achievement | 2 |
| TLSC 330 | Discipline-Specific Literacy for Diverse Students | 2 |
| CORE: Ethics | | 3 |
| SCIENCE: Biological Science Course | | 3 |
| Select one of the following: | | |
| BIOL 101 | General Biology I | |
| BIOL 110 | Liberal Arts Biology | |
| ENVS 207 | Plants and Civilization | |
| ENVS 218 | Biodiversity & Biogeography | |
| SCIENCE: Science Elective (any science course) | | 3 |
| Apply for Student Teaching by October 1 | | |
| Hours | | 15 |
| Sequence 6 | | |
| TLSC 300B | Professional Learning Communities | 1 |
| TLSC 340 | Teaching and Learning in an Area of Specialization | 2 |
| TLSC 350 | Teaching and Learning with a Global Framework | 4 |
| ENVS 350A or ENVS 350B or ENVS 350C or ENVS 350F | Solutions to Environmental Problems: Water or Solutions to Environmental Problems: Biogas or Solutions to Environmental Problems: Climate Action or Solutions to Environmental Problems: Food Systems | 3 |
| CORE: Artistic Knowledge | | 3 |
| CORE: Theological and Religious Studies Tier I | | 3 |
| Take Middle Grade Science Content Exam #203 | | |
| Hours | | 16 |

Sequence 7

| | | |
|---|--|-----------|
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 360 | Developing Rigorous and Relevant Instruction & Assessment | 3 |
| TLSC 370 | Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tchng Perform Assmt Prep | 3 |
| ELPS 302 | Philosophy of Education | 3 |
| CORE: Theological and Religious Studies Tier II | | 3 |
| General Elective Course | | 3 |
| Hours | | 15 |

Sequence 8

| | | |
|-----------|---|----|
| TLSC 300B | Professional Learning Communities | 1 |
| TLSC 380 | Tching, Lrning & Leading with Schools & Communities Internship: Stud Tchng (Engaged Learning) | 12 |

Must have passed Middle Grade Science Exam prior to student teaching.

| | |
|--------------------|------------|
| Hours | 13 |
| Total Hours | 123 |

English Language Arts Concentration

| Course | Title | Hours |
|--|--|-----------|
| Sequence 1 | | |
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 110 | The Profession and Our Program (TLLSC) | 1 |
| TLSC 120 | Bringing Language, Learning & Development Theory into Practice | 2 |
| TLSC 130 | Sequence One: 130 Community Immersion | 1 |
| UCWR 110 | Writing Responsibly | 3 |
| ENGL 271 or ENGL 317 | Exploring Poetry (English Poetry Elective) or The Writing of Poetry | 3 |
| CORE: Societal and Cultural Knowledge Tier 1 | | 3 |
| UNIV 101 | First Year Seminar | 1 |
| Complete CPS Background Check | | |
| Hours | | 14 |

Sequence 2

| | | |
|--------------------------------------|--|---|
| TLSC 300B | Professional Learning Communities | 1 |
| TLSC 140 | Teaching, Learning and Leading for Social Justice | 1 |
| TLSC 150 | Constructive Learning Environments For Diverse Students | 1 |
| TLSC 160 | Analyzing Culturally-Responsive Classroom Instruction | 1 |
| ENGL 272 or ENGL 326 | Exploring Drama (English Drama Elective) or Shakespeare: Selected Major Plays | 3 |
| CORE: Philosophical Knowledge Tier I | | 3 |
| CIEP 350 | Adolescent Literature (offered Spring only) | 3 |
| CORE: Historical Knowledge Tier I | | 3 |

Must have completed the CPS Background Check by Sequence 2.

| | | |
|-------------------|---|-----------|
| Hours | | 16 |
| Sequence 3 | | |
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 210 | Educational Policy For Diverse Students | 2 |

| | | |
|--|--|-----------|
| TLSC 221 | Individualized Instruction and Assessment for Diverse Learners | 2 |
| TLSC 222 | Authentic Assessment and Instruction for Bilingual Learners | 2 |
| ELPS 219 | History of American Education | 3 |
| ENGL 293 | Advanced Writing ¹ | 3 |
| CORE: Scientific Literacy Tier I | | 3 |
| CORE: Theological and Religious Studies Tier I | | 3 |
| Hours | | 18 |

Sequence 4

| | | |
|---|---|-----------|
| TLSC 300B | Professional Learning Communities | 1 |
| CIEP 359 | Teaching Reading | 3 |
| CIEP 351 | Curriculum and Teaching in the Middle School | 3 |
| CIEP 327 | Teaching English Language Arts in the Middle Grades | 3 |
| ENGL 303 | Grammar: Principles & Pedagogy | 3 |
| CORE: Societal and Cultural Knowledge Tier II | | 3 |
| Hours | | 16 |

Sequence 5

| | | |
|--|--|-----------|
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 310 | Language and Literacy for Diverse Students | 2 |
| TLSC 320 | Using Classroom Data in a Collaborative Env to Advance Student Achievement | 2 |
| TLSC 330 | Discipline-Specific Literacy for Diverse Students | 2 |
| CIEP 328 | Assessment and Diagnosis of Reading Problems | 3 |
| CORE: Scientific Literacy Tier II | | 3 |
| ENGL: American Literature Elective (300-level) | | 3 |
| CORE: Quantitative Knowledge Course | | 3 |
| Apply for Student Teaching by October 1 | | |
| Hours | | 18 |

Sequence 6

| | | |
|---|---|-----------|
| TLSC 300B | Professional Learning Communities | 1 |
| TLSC 340 | Teaching and Learning in an Area of Specialization | 2 |
| TLSC 350 | Teaching and Learning with a Global Framework | 4 |
| CIEP 329 | Materials, Resources, & Strategies for Reading Teacher | 3 |
| ENGL 317 or ENGL 318 | The Writing of Poetry (Artistic Core) or The Writing of Fiction | 3 |
| CORE: Theological and Religious Studies Tier II | | 3 |
| Take Middle Grades Language Arts Exam #201 | | |
| Hours | | 16 |

Sequence 7

| | | |
|-----------|---|---|
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 360 | Developing Rigorous and Relevant Instruction & Assessment | 3 |
| TLSC 370 | Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep | 3 |

| | | |
|--------------|---------------------------|-----------|
| ELPS 302 | Philosophy of Education | 3 |
| CIEP 305 | Reading Teacher Practicum | 3 |
| CORE: Ethics | | 3 |
| Hours | | 15 |

Sequence 8

| | | |
|-----------|--|----|
| TLSC 300B | Professional Learning Communities | 1 |
| TLSC 380 | Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (Engaged Learning) | 12 |

Must have passed Middle Grades Language Arts Exam #201 prior to student teaching.

| | | |
|--------------------|--|------------|
| Hours | | 13 |
| Total Hours | | 126 |

¹ Topic depends on semester.

² Offered irregularly; if it is not offered during Sequence 4, students must take in Sequence 6.

Math Concentration

This major is not accepting students at this time.

School of Education Requirements

Each Undergraduate student in the School of Education must complete all degree requirements with a grade of C or better in order to meet degree requirements. They must also enroll in and pass PLCs each semester. In order to enroll in TLSC modules, all students must complete required documentation procedures, including background checks, at designated points in their pathway and as required by field sites. TLSC field-based learning modules address the University requirement for Engaged Learning.

Licensure Requirements

In order to be entitled for the Illinois State Professional Educator License (PEL), students must also pass the Illinois licensure test(s) for their secondary content area prior to their final internship semester. Information about licensure tests will be provided by teacher education faculty.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (<https://catalog.luc.edu/undergraduate/university-requirements/>) area.

Learning Outcomes

- You'll have accrued the equivalent of one year of full-time teaching experience through all the hands-on, experiential learning opportunities in Chicago's classrooms and community organizations, so you will be ready to be at the head of your own classroom. With the foundational knowledge from your Loyola education, you will utilize theories, data, and research practices when making decisions in your classroom and for your students and when assessing the effectiveness of teaching on learning.