



Semester: Spring 2013
Course: Human Development and Learning (0810-630-064)
Professor: Dr. Whitney Smith (516)-237-2650; wsmithatc@gmail.com
Office Hours Available by Appointment
Days: Sundays; 9:00 am - 12:45 pm
Location: Garden City - SCB 107
Credits: 3
Course Meets: March 23rd - May 12th
Notes: Formerly EDU 0801-607. Portfolio Due

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Course Description An analysis of child development and learning theories, behavioral and cognitive, explores why and how people learn, construct knowledge, and how these theories enlighten the teaching process. Students will consider the interaction of learning theories with diverse populations defined by gender, culture, disability, language, and age, and will construct and model their personal operative theory of learning.

Textbooks

Required:

- Dweck, Carol S. *Mindset. The New Psychology of Success*. New York: Ballantine Books, 2008.
- Healy, Jane. *Your Child's Growing Mind: Brain Development and Learning From Birth to Adolescence*. 3rd Edition. Three Rivers Press, 2004.

Recommended:

- Slavin, Robert E. *Educational Psychology-Theory and Practice*. 9th Edition. Pearson Education, 2009.
- Whitaker, Todd. *What Great Teachers Do Differently: 17 Things that Matter Most*. 2nd Edition. Eye on Education, 2011.
- Lavoie, Richard. *The Motivation Breakthrough: 6 Secrets to Turning on the Tuned-Out Child*. Touchstone, 2008.

EXTENDED INSTRUCTION

New York State requires 12.5 hours of instructional time for each credit hour. In this 3 credit course, the required 37.5 hours consists of 27.5 hours of in-class instruction and 10.0 hours of extended instruction. Extended instruction refers to "outside of the classroom" learning, the delivery and content of which will include collaboration on assignments, readings and blog entries as well as completion of resumes and portfolios.

Course Topics/Readings/Assignments

(Note: The agenda, sequence, assignments and the due dates for the class are subject to change.)

- 3/24 Overview of Learning Theories & Theories of Classroom Management
- Constructivism - Piaget, Vygotsky, Bruner
 - Behaviorism / Humanism - Skinner, Pavlov, Maslow, Watson, Gagne
 - Cognitivism - Ausubel (Social Learning Theory - Bandura)
 - Multiple Intelligences - Gardner
 - Brain-Based Learning - Jensen, Souza, Caine
- What makes a good teacher?
ASSIGNMENT: Write your Preliminary Philosophy of Education; Read Healy pgs. 27 - 80; & Dweck Chapters 1 & 2
- 3/31 Discussion of Philosophies
 Technology & Instruction (B.Y.O.D.) - Websites, Web 2.0 Tools, Blogs, Podcasts, and Screencasts
ASSIGNMENT: Begin Learning Theory Assignment & Read Dweck Chapters 3 & 4
- 4/7 Brain Development
 Infants and Toddlers
ASSIGNMENT: Complete Learning Theory Assignment & Presentation; Read Healy pgs. 108-180
- 4/14 Learning Theory Assignment Presentations
 Ages 5-12 and Adolescence
 Differentiated Instruction
 Cooperative Learning
 Diversity, Gender Issues, and Bilingual Education
ASSIGNMENT: Read Healy pgs. 81-107 & Dweck Chapters 5 & 6
- 4/21 Section 504 & Special Education
 Working with families
 Inclusion (Special Ed. - General Ed. Partnership)
 Response to Intervention (RtI)
 IEP Analysis Assignment (in class)
ASSIGNMENT: Read Dweck 7 & 8
- 4/28 Mindset
 Praise, Rewards, & Motivation
 Assessments - formative, summative, portfolio
ASSIGNMENT: Begin your POTL if you have not already; Read Healy pgs. 257-374
- 5/5 Learning Applied
ASSIGNMENT: Finish your POTL Assignment
- 5/12 POTL Assignments Due / Sharing with the class
ASSIGNMENT: Have a Great Summer!

Courses Requirements:

Assessment 1: Preliminary Philosophy of Education. All students will submit a typed response that includes your beliefs about teaching and learning. A visual representation of your philosophy must be included. No citations are required for this assignment. The purpose is to establish a benchmark for growth and development.

Assessment 2: Blog Entries / In class IEP Assignment

Assessment 3: Presentation of your Assigned Learning Theory. Use of technology is required along with handouts for the class. The handouts do not necessarily have to be a copy of the presentation. They could be an outline, graphic organizer, etc.

Assessment 4: Personal Operative Theory of Learning (POTL)

Personal Learning Theory: At the beginning of the course, you will discuss a draft of your personal learning theory. **At the conclusion** of the course you will submit a revised POTL to reflect your integration of materials, ideas and practices from the course.

The final paper must have an **introduction** (Page 1) and be formulated in response to these four fundamental questions:

#1. What are my teaching objectives overall? In other words: *What do I want students to know and be able to do after I complete a lesson/unit of instruction? (e.g., skills, concepts, strategies)*

#2. What are my primary instructional strategies? In other words: *How will I help students achieve the objectives? What teaching strategies will I use to achieve the course/class objectives? (e.g., technology, higher level thinking, cooperative learning)*

#3. How will I address motivation and students achievement? In other words: *How will students keep connected and involved in the lessons? (e.g., motivation, affect)*

#4. How will I assess outcomes? In other words: *How will change be measured? (e.g., types of assessment, summative and formative activities)*

Each question should be answered in one to two pages. Site references from your readings and include a bibliography.

The answers to these questions should emerge from your basic but overriding theory related to how children learn and how they should be taught. Your basic theory should be presented as an **Introduction** to the questions above.

As you prepare the Introduction and respond to the questions, explain *WHY* you have chosen the particular construct. Include text support, i.e., direct the reader to the text and theorist) where they can read more about your choice. Be specific; include principles, concepts, practices, etc. in your response.

Remember this is YOUR theory. The key to the assignment is to select *and defend* a position that appeals to you for the Introduction and for each of the questions. It should explore the areas you have

changed from the in the beginning of the semester. How did course work and readings lead to adjustments in thinking for the exercise? Include information related to areas you expect to work on in the Introduction and four fundamental questions if you feel continued development is necessary. Indicate why the areas of continued development remain an issue?

Include concepts and practices you have developed related to managing diversity in your POTL. Treat diversity considerations as one overriding conceptualization that is included in the Introduction and address in each of the fundamental questions. (*Helpful strategy*: Imagine that you are preparing the material to present to someone you know. The friend should not be another student in this class or the professor. Approaching the exercise from this perspective stops you from assuming that the "reader" possesses knowledge about human development, cognition and teaching. As a result, simplicity, clarity *and* thoroughness are reinforced in your work.)

You will need to use sources in addition to the course texts to complete this assignment. Include them in the **bibliography** page at the conclusion. For all texts utilized, indicate the lead author to direct the reader of the paper to the source material you have chosen to justify your various contentions and positions in the Introduction and within the four questions in your paper (i.e. Dunn, 2001).

Performance Outcomes – based on the 6 goals of the Conceptual Framework

1. *Scholarship-*

- To study normal and atypical human development
- To analyze learning theory, practice and principles, concepts and related research findings as they relate to diverse learner populations
- To explore the application of learning theory principles and concepts to teaching and curricular strategies and practices
- To study the impact of individual learner's ability, skill, attitudes, values, and interests on instruction and behavior management
- To study teacher attitudes and behavior that influence behavior and learning of normal and atypical learners
- To examine the expanding role research plays in understanding development, learning and teaching

2. *Reflective Practice-*

- To develop and articulate a personal theory of learning (POTL)
- To develop reflection, inquiry and problem solving as skills and dispositions for professional development and a basis for life-long learning

3. *Social Justice-*

- To examine the impact of learner diversity, e.g. gender; culture; language; age; physical, cognitive and/or mental challenges; etc.; on teaching and learning

4. *Inclusive Community-*

- To review how learning environments impact diverse learners including, learning, and teaching and classroom management strategies
- To analyze best practices and limitations of assessment and evaluation for normal and atypical students including those with cultural/linguistically diverse backgrounds

5. *Wellness-*

- To develop an appreciation of the importance of the professional educators unique view of teaching and learning and the unique opportunity to expand and deepen one's professional growth in a collaborative environment

6. *Creativity and the Arts-*

- To integrate reflective skills and scholarship and to create a functional theory of how and why children learn

Rubric for Assignment: Personal Operative Theory of Learning

	Distinguished	Proficient	Basic	Unsatisfactory
Scholarship	Demonstrates a competent command of the conceptualizations utilized in the presentation; clear reference to elemental constructs that are appropriate to practice position are evident	Inconsistent command of conceptualizations utilized in the presentation; clear but inconsistent reference to elemental theoretical constructs integrated into practice position	Marginal/superficial command of elemental conceptualizations not utilized in the presentation; unclear and inconsistent reference to theory integrated into practice position; evidence that basic expectations of the exercise understood but marginally considered	Simple re-wording of text material; no evidence of command or transfer of learning to practice exercise
Reflection	Position is clear, well articulated (i.e., competent command of language arts), organized, and aligned to exercise format; good text support (includes citations); reflects critical thinking in all areas of review	Position is clear; a few errors in articulation but generally well organized and aligned to exercise format; good text support for most assertions; reflects critical thinking in some areas of review	Position is clear; errors in articulation that effect understanding and meaning; organization and alignment of position in evidence; errors in articulation that effect understanding and meaning; organization and alignment to exercise format uncertain; minimal but appropriate text support in a few areas of review; little critical thinking in evidence	Position unclear; presentation confused; demonstrates little evidence of understanding and applying the exercise format; no text support; devoid of reflection on ideas.
Inclusive Community	Clear acceptance of diversity issues (i.e., cultural, ethnic, gender, class, and disability) and need to engage all students in the learning process; promotes a sense of belonging and contribution through instructional and motivational tools for all students	Clear interest in recognizing and accepting diversity issues and a need to engage all students but ideas to achieve these objectives marginally developed; recognizes promotion of belonging and contribution but in only instructional strategies or motivational strategies	Clear acceptance of diversity issues and need to engage all students in learning process but ideas to achieve this are non-existent; recognizes the promotion of belonging and contribution but is unclear on how to accomplish these ends	Fails to include a clear acceptance of diversity issues and need to engage all students; does not promote belonging and contribution in presentation
Creativity	Presentation adheres to stipulated format and is comprehensive; presentation demonstrates initiative in textbook review; evidence of reflection, inquiry and problem-solving in the presentation that adds new or novel interpretations to the exercise expectations	Presentation adheres to stipulated format and is comprehensive; presentation demonstrates some initiative in textbook review	Presentation adheres to stipulated format and is comprehensive; marginal use of textbook	Presentation does not adhere to exercise format, utilizes little to no text support, and presentation suggests no commitment to the exercise objectives

Grading Information

All submissions must have a **cover page** that includes the name of the assignment, your name, my name, the name and number of the course and the due date. All submissions must be in **12 font double spaced**.

Grading

Class Participation and Attendance*	15%
Preliminary Philosophy of Education	15%
Blog Entries / IEP Assignment	20%
Learning Theory Assignment / Presentation	20%
Personal Operative Theory of Learning (POTL)	30%

**All students are encouraged to contribute to discussions and attend each class, on time. If you are unable to attend please contact me via email or leave a telephone message prior to class. Absences are held against the class participation grade. More than one absence eliminates the possibility of an A.*

University Statement on Accommodations or Adaptations Needed

If you are a qualified student with a disability seeking accommodations under the Americans with Disability Act, you are required to self-identify with the Office of Disability Services, 3rd floor, University Center. Please see me at the soonest possible time for special arrangements, seating and other accommodations if necessary.

University Statement on Academic Honesty and Integrity

You are expected to behave with the highest level of academic integrity. Cheating and other forms of dishonesty will not be tolerated and will result in appropriate disciplinary action. Classroom behavior that interferes with the instructor’s ability to conduct the class or ability of students to benefit from the instruction will not be tolerated. Students are expected to come to class prepared - this means having read and studied the assigned chapters before class. By having prepared in this manner, you will be able to maximize your time spent in class and contribute to the community learning experience.