

# AUGSBURG COLLEGE

## EDC 310A: Learning and Development in an Educational Setting Spring, 2004

**Instructor:** Greg Krueger

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**Office:** Sve. 16

**Office Hours:** M, W 9:00 – 10:45; also available by appointment.

**Credits:** 1.0

**Prerequisites:** Admission to the Education Department

### **Course Description:**

This course will survey the major social and psychological processes involved in learning and development in an educational setting. Special emphasis will be placed on classroom applications. The course will focus primarily on MN STANDARDS OF EFFECTIVE PRACTICE Standard Two: Student Learning while reinforcing other standards.

This course meets the Human Identity General Education Perspective, Items 1, 2 and 4.

**Education Department Mission Statement:** The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in their fields, being capable in pedagogy, being ethical in practice, nurturing self-worth, embracing diversity, thinking reflectively, and collaborating effectively.

### **Applicable Standards of Effective Practice:**

- Standard 1- Subject Matter: A teacher must understand the central concepts, tools of inquiry, and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.
- Standard 2 – Student Learning: A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.
- Standard 3 – Diverse Learning: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.
- Standard 4 – Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- Standard 5 – Learning Environment: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard 6 – Communication: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- **Standard 7 – Planning Instruction:** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, community, and curriculum goals.
- **Standard 8 – Assessment:** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
- **Standard 9 – Reflection and Professional Development:** A teacher must be a reflective practitioner who continually evaluate choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.
- **Standard 10 – Collaboration, Ethics, and Relationships:** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well being.

**Course Objectives:** Students in this course will develop and exhibit:

- Knowledge of:*

learning processes (1B, 2A)	developmental stages (2B, 2C)
cognitive theories (2B, 2C)	behavioral theories (2B, 2C)
individual differences (3A, 3C, 3I)	motivation (5A, 5F, 5J, 5K)
maintaining a positive classroom (5H)	educational measurement (8B, 8C)
- Skills in:*

adapting learning materials (4B, 7A, 9H)	communicating effectively (6A, 6E)
assessing learner characteristics (8B, 8C)	accommodating differences (3A, 7C, 7E)
evaluating instructional effectiveness (4B)	developing learner self-esteem (5C)
- Professional attitudes related to:*
  - appreciating diverse learning styles (3A)
  - developing an attitude that all students can learn (3I)
  - reflecting on and addressing the needs of the whole learner (9C, 9H, 10D)
  - involving parents and community in the learning process (5G, 10 B)

**Text:** Woolfolk, Anita E. (2001) *Educational Psychology*, 8th edition. Allyn & Bacon. (Additional materials may be assigned periodically. These are required reading and will be distributed in class or on reserve in the library.)

**Assessment Summary:**

<u>Assessment Tool</u>	<u>Activities/Documents</u>	<u>Program Standards</u>
Educational Autobiography	Personal reflection on Educational Experience	9C,H
Learning Analysis Journal	Service Learning Hours, Observations, Tutoring, Reflective Practice Sessions	3A,C, I; 5C,F,G,H,K; 6A; 9C,H; 10B
Teacher Evaluation	Field Placement Experience	9C,H; 10B,D
Observation Paper	Observation of children, Peer Review, Discussion	2B,C; 10B,D

Peer Teaching	Plan and Teach a Lesson, Peer and Self Evaluation	4B, 7A,C,E; 8B
Team Presentations	Textbook and Readings Discussion	2A; 6E; 7A
Quizzes	Textbook and Readings	1B; 2A,B,C; 3A,C,I; 4B; 5A,C,F,H,J,K; 6A; 7A,C,E; 8B,C;10B
Portfolio	Demonstration/Reflection On the MN SEP.	9C,H; 10D

**Assessment Descriptions and Grading:** There are several components to your final grade for this course. Approximately one third of your grade involves field observations, another third includes knowledge acquisition and the final third is application of knowledge. Each assignment will be discussed further in class. Anticipate and expect assignments and readings to change and/or evolve as we get into the content and context of the course. Evidence of course mastery can be changed to accommodate learners strengths and preferred learning styles. All changes will be discussed and approved ahead of time. These assignments include:

<u>Assignment</u>	<u>Points/%</u>
1. <u>Class participation:</u> Attendance, promptness, positive attitude, and willingness to participate is an expectation of a professional teacher.	20 pts./10%
2. <u>Educational Autobiography</u> Reflections on your educational experience to help you begin to clarify your educational philosophy by examining your own education experience. To be completed as a web page.	10 pts./5%
3. <u>Service Learning Project/Learning Analysis Journals:</u> This project consists of a 20-hour tutoring assignment in the community with either adults or children. Placements will be coordinated through the Augsburg Community Service Learning Office. Day, evening, and weekend slots are available. The Learning Analysis Journals are three 2-3 page typed documents that are thoughtful reactions to your experience.	40 pts./20%
4. <u>Team presentation project:</u> Each student will participate in a team presentation to the class of a topic in the text. To be presented as a power point.	10 pts./5%
5. <u>Celebrations of Learning/Content Mastery/Quizzes:</u> There will be five quizzes on the text.	50 pts./25%
6. <u>Observation Project:</u> Systematic observation of children at different chronological	30 pts./15%

ages appropriate to licensure to gain insight into physical, cognitive, psychosocial, and moral development of students.

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| 7. | <u>Teaching a lesson:</u><br>Each student will prepare and deliver a developmentally appropriate learning experience to the class. | 20 pts./10% |
| 8. | <u>Portfolio:</u><br>The portfolio contains a demonstration and reflection on the MN STANDARDS OF EFFECTIVE PRACTICE.              | 20 pts./10% |
|    | <u>TOTAL POINTS</u>  | 200/100%    |

4.0=95-100 % 3.5=90-94% 3.0=85-89% 2.5=80-84% 2.0=75-79%

NOTE: Grades below 2.0 will not be accepted by the Education Department for licensure.

### **Bibliography:**

Adler, Mortimer (1982). *The Paideia Proposal*.

Posner, George (2000). *Field Experience: A Guide to Reflective Teaching, 5<sup>th</sup> ed.*

### **Policies:**

Attendance: Most of the class sessions involve demonstrations, discussions, and videos that cannot be made up, so it is strongly recommended you attend all class meetings to insure you do not miss any important material. Tardy entrances into class also will result in loss of participation points. If you must miss a class meeting, please speak with the instructor ahead of time. Students may with the permission of the instructor make-up unavoidable absences (emergencies) by engaging in equivalent learning activities that the student must design and document for the instructor. Other avoidable absences may not be made up. Attendance qualifies you for class participation points, so it has a direct bearing on your grade for this course.

Late Work: Course assignments handed-in on time may be re-done for additional credit if they are deficient in some way. Late assignments cannot be re-done for extra credit and will only receive half credit. No work will be accepted after the last day of regularly scheduled classes. This does not include the Final Exam day.

Special Needs: Students with diagnosed learning needs may have legal rights to course modifications. If you have been identified as having a physical or learning disability, please let me know what special considerations need to be made. All students have the right to use the Augsburg College Counseling Center and Student Development staff services, as well as to receive tutoring assistance from the Writing Lab.

Honesty Policy: The Augsburg college policy on academic honesty applies to this course. You will be required to acknowledge your compliance with this policy.

**EDC 310: LEARNING AND DEVELOPMENT PRE-COURSE SCHEDULE**

(This schedule may change due to media availability and other considerations)

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Assignments</u></b>
1/12	Introduction	
1/14	Effective Teaching	Chapter 1
1/19	no class – Martin Luther King Day	
1/21	Human Development	Chapters 2
1/26	Human Development Individual Variations	Chapters 3
1/28	Special Needs	Chapter 4 Quiz #1
2/2	Gifted and Talented	
2/4	Diversity in Education	Chapter 5
2/9	Finish Chapter 5	Journal #1 due  Quiz #2
2/11	Learning Theories	Chapter 6
2/16	Chapter 6 continued	Autobiography Due
2/18	Application of Learning Theories	Chapter 7
2/23	Finish Chapter 7	Journal #2 due
2/25	Cognitive Processing	Chapter 8
3/1	Finish Chapter 8	Quiz # 3
3/3	Learning and Instruction	Chapter 9 Observation Project Due
3/8	Motivation	Chapter 10
3/10	Motivation/individual learners	Chapter 11
<b>SPRING BREAK MARCH 15-19</b>		
3/22	Finish discussion on motivation	Journal # 3 due

3/24	Creative Learning Environment	Chapter 12 Quiz # 4
3/29	Teaching for learning	Chapter 13
3/31	Teaching for learning	Chapter 14
4/5	Standardized Testing	
4/7	Standardized Testing	
4/12	Classroom Assessment	Chapter 15 Journal #4 due
4/14	Grading	
4/19	Practice Teaching	Quiz # 5 Service Learning Due
4/21	Practice Teaching	Portfolio Due
4/26	Final-	

**All outstanding assignments (including service learning hours) must be completed by April 21, 2003.  
Any variance from these deadlines must be pre-arranged with the instructor.**

