

AUGSBURG COLLEGE EDUCATION DEPARTMENT SYLLABUS

EDC 310/533 LEARNING AND DEVELOPMENT IN AN EDUCATIONAL SETTING

Winter 2003-2004
Friday, 6:00 – 9:30pm

Classroom: SVE Room 1 (unless otherwise indicated in the class schedule)

Credits: 1.0

Prerequisites: Admission to the Education Department

Instructor: Dr. Linda Stevens

Office: SVE 7

Office Phone: 612-330-1404

Office Hours: Mon. 10:30 – 11:30; 3:00 – 4:30; Wed. 10:30 – 11:30, 1:00 – 4:30;
Friday 1:00 – 5:00

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..

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 content, being competent in pedagogy, being ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.

Mission Themes (MT) emphasized in this course: Being competent in pedagogy; collaborating effectively; reflecting critically; being knowledgeable in content.

Applicable Standards of Effective Practice:

- 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. (MT - Knowledgeable in content)
- 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. (MT – Competent in Pedagogy)
- 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 evaluates choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. (MT-Reflecting Critically)
- **Standard 10 – Collaboration, Ethics, and Relationships:** A teacher must be able to communicate and interact with parents and guardians, families, school colleagues, and the community to support student learning and well being (MT-Collaborating Effectively)

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 differ. (3A,7C,7E)
evaluating instructional effectiveness (4B)	developing learner self-esteem (5C)
- professional attitudes related to:*
 - appreciating diverse learning styles (3A)
 - reflecting on and addressing the needs of the whole learner (9C, 9H, 10D)
 - involving parents and community in the learning process (5G, 10B)

Technology Requirements:

- Webpage construction
- digital picture – image manipulation

Field Experience Requirement: This course requires a 20 hour field experience in an education related setting. This might be in a classroom or in another setting that has education as its purpose.

Required Text:

Woolfolk, Anita (2003) **Educational Psychology** 9th Edition.

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	write a Webquest lesson unit, 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. These assignments include:

<u>Assignment</u>	<u>Points %</u>
(including assessment of MT's: competent in pedagogy, reflecting critically, collaborating effectively, being knowledgeable in content.)	

1. <u>Class participation</u> attendance, promptness, positive attitude, and a willingness to participate in an expectation of a professional teacher.	20/9%
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2. <u>Educational Autobiography</u> Reflections on your educational experience to help you begin to clarify your educational philosophy by examining your own	10/5%
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educational experience. (Reflecting Critically)

3. Service Learning Project/Learning Analysis Journals 40/18%

This project consists of a 20-hour tutoring assignment in the community with either adults or children. Placements will be coordinated with Chris Brown. 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. (Reflecting Critically)

4. Team presentation project: 20/9%

Each student will participate in a team presentation to the class on a topic in the text. (Collaborating Effectively)

Graduate students will do an individual presentation to include their research for the written paper. 40pts

5. Celebrations of Learning/Content Mastery/Quizzes: 30/14%

There will be five quizzes on the text (Being knowledgeable in Content)

6. Observation Project: 40/18%

Systematic observation of children at different chronological ages appropriate to licensure to gain insight into physical, cognitive, psychosocial, and moral development of students. (Being knowledgeable in content)

7. Teaching a lesson: 40/18%

Each student will prepare and deliver a developmentally appropriate learning experience to the class. (Being Competent in Pedagogy)

8. Portfolio: 20/9%

The portfolio contains a demonstration and reflection on the MN STANDARDS OF EFFECTIVE PRACTICE. (Reflecting Critically)

3. Research Paper: (Graduate Students) 60pts

Students taking the course for graduate credit will research a topic and prepare a written summary of their findings. The research will be presented to the class. The research should go beyond print/online resources to include research in the educational setting (interviews, observations, or surveys of school faculty/staff or students).

TOTAL POINTS 220/300

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*, 5th ed.

Policies:

Attendance: Most of the class sessions involve demonstrations, discussions, and computer lab activities which cannot be made up, so it is strongly recommended you attend all class meetings to insure you do not miss any important material. If you 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 which 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 with this policy.

Honesty Policy: The Augsburg college policy on academic honesty applies to this course. You will be required to acknowledge your compliance with this policy. Unless otherwise stated, the assignments you hand-in are assumed to be your own individual work. Please refer to the Augsburg Student Guide for details.

Technology Expectations

As an education department, we expect these entry-level technology skills from our pre-service teachers:

- Read and answer e-mail regularly and in a timely fashion, using your Augsburg College email address.
- When required, attach documents to email.
- Make active use of online course resources (e.g., Blackboard).
- Access and use online file space (e.g., AugNet/Netware space).
- Use word processing for assignments. Require that they be done in Microsoft Word and that they are run through Spell Check.
- Have the ability to access and navigate the Internet.

Students who do not possess these skills should contact personnel in the student computing lab in Lindell Library for help in developing these skills. Students will receive training in Augsburg specific software such as Blackboard and AugNet in college

orientation programs and/or in beginning coursework. Augsburg computer labs all have Microsoft Word for those students who do not have access to this software elsewhere.

Schedule: This course meets as separate sections in DAY and WEC. In WEC it is available at the graduate and undergraduate levels.

Course Schedule: This schedule may change because of unforeseen circumstances. The readings and assignments are to be completed before the class session.

<u>Date</u>	<u>Topic</u>	<u>Readings & Assignments</u>
1/9	Introduction/Learning Theories Lindell 15 from 6:00 – 7:30 SVE 1 from 7:45 – 9:30	Ch. 1
1/23	Human Development Individual Variations SVE 1	Ch. 2, 3; Educational Autobiography Team Presentation 1
2/6	Learning Theories Application of Learning Theories Lindell 15	Ch. 6, p. 474 - 485 ; Quiz 1 Team Presentation 2 Journal #1 Observation Project
2/13	Learning Styles Lindell 15	Ch. 4, 5 Team Presentation 3, Quiz 2 Journal #2
2/27	Cognitive Theories/Processes Instructional Strategies Lindell 15	Ch. 7, 8, 9; Quiz 3 Team Presentation 4
3/12	Motivation Teaching Strategies SVE 1	Ch. 10, 11, 12, 13; Quiz 4 Team Presentation 5 Journal #3
3/26	Evaluation of Student Learning SVE 1	Ch. 14, 15; Quiz 5 Webquest Unit Due
4/2	Assessment Lindell 15	Student Presentations of WebQuests and Lessons

EDUCATIONAL AUTOBIOGRAPHY

DUE DATE: second class session.

EDC 310/533: Learning and Development in an Educational Setting

PURPOSE: The intent of this assignment is to help you begin to clarify your educational philosophy by examining your own education experience.

MN 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. A teacher must:

6D know effective verbal, nonverbal, and media communication techniques.

MN 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. The teacher must:

9C understand the influences of the teacher's behavior on student growth and learning.

9H use classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.

DIRECTIONS: Since your philosophy is still in the formation stages, you need not think that this must be complete. Therefore, you may use any style or format which is most comfortable for you. You might consider the following guidelines and think about the task in the following stages:

1. Think about yourself as a student.
What were you like as an elementary, secondary, and college student?
How typical do you think you were compared to kids your age?
2. Think about yourself as a learner.
What type of learner are you?
How do you learn best?
What are your specific learning needs?
3. Think about the people, the experiences, and the environments which have had an impact on your learning.
What types of teachers, methods, and subjects affected you?

What environments contributed to your learning?

4. Think about yourself as an educator.

How will you create an effective learning environment for students with the type of learning need you have?

How will you effectively teach so all students can learn?

This writing assignment does not need to be lengthy - 2 or 3 pages should be sufficient. Be creative; feel free to express your philosophy in a medium that suits you.

GRADING CRITERIA is based on:
completeness (5 points),
clarity of ideas (3 points), and
grammatical correctness (2 points).

Using E-folio or Netscape Composer, design your own personal web page. Write your educational autobiography using the guidelines below. Include pictures you have scanned or taken with a digital camera. Add your own personal touches. Be creative!

Scoring Rubric

Points (grade)

9-10 (4.0)	Originality of presentation; creative expression Higher level of thinking showing evidence of analysis and insight Responding to all questions answered but with a synthesis of ideas Grammatically correct
8 (3.5)	Higher level of thinking showing evidence of analysis and insight Responding fully to all questions with support for ideas Grammatically correct
7 (3.0)	Responding fully to all questions with some elaboration Grammatically correct
6 (2.5)	Responding fully to all questions with some elaboration Some grammatical errors
5 (2.0)	Brief response to questions Some grammatical errors
Redo (0.0)	Incomplete response to questions Numerous grammatical errors

SERVICE LEARNING PROJECT/LEARNING ANALYSIS JOURNALS

EDC 310/533: Learning and Development in an Educational Setting

PURPOSE: The service learning project consists of a 20-hour tutoring assignment in the community with either children or adults. Reflection and analysis of the learning process is critical to effective teaching. This project allows students to demonstrate performance on MN STANDARDS OF EFFECTIVE PRACTICE #1-10. Journal reflections allow students to demonstrate standard #9.

MN 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. The teacher must:

- 3A understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student’s strengths as the basis for continual learning.
- 3C know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
- 3I understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success.

MN 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 & self-motivation. The teacher must:

- 5C understand how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations.
- 5F know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated.
- 5G understand how participation supports commitment
- 5H establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole.
- 5K use different motivational strategies that are likely to encourage continuous development of individual learner abilities.

MN 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. The teacher must:

- 6A understand communication theory, language development, and the role of language in learning.

MN 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. The teacher must:

- 9C understand the influences of the teacher’s behavior on student growth and learning.
- 9H use classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.

MN 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. The teacher must:

- 10B understand how factors in a student’s environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning.
- 10D understand the concept of addressing the needs of the whole learner.

DIRECTIONS: Placements for the service learning project will be coordinated with Chris Brown (1545). Day, evening, and weekend slots are available. To assist you in making connections between course content (knowledge base understandings) and applications to school settings, THREE 2-3 page typed *Learning Analysis Journals* provide thoughtful reactions to your service learning experience. Please reference the text in each *Learning Analysis Journal*. For example, Journal #1 should draw on knowledge you have learned from chapters 1-5, Journal #2 from chapters 5-10, and Journal #3 from 11-15. Also, fill out a *Service Learning Log*, have it signed, and include it with each *Learning Analysis Journal* that you submit.

ASSESSMENT: Each journal is awarded up to 10 points and are allocated as follows:

- A. Experiences: Verification of experiences (*Service Learning Log*).(1 point)
- B. Processing: Interpretations of events based on course concepts. (2 points)
- C. Generalizing: Identifying issues and problems; developing hypotheses. Draw connections between the course and your placement. (2 points)
- D. Applications: What practical solutions can you suggest to the issues or problems you identified? (2 points)
- E. Assessment: Tie the knowledge and skills you are learning to the Standards of Effective Practice. (2 points)
- F. Mechanics: The journal displays college-level writing mechanics that would be appropriate for a professional teacher. (1 point)

Team Presentation Project

EDC 310: Learning and Development in an Educational Setting

PURPOSE: Students will have the opportunity to participate in team planning and team teaching a topic related to learning and development. This project allows students to demonstrate performance on the MN STANDARDS OF EFFECTIVE PRACTICE #2, 6, & 7.

MN 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. The teacher must:

2A understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.

MN 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. The teacher must:

6E understand the power of language for fostering self-expression, identity development, and learning.

MN 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. The teacher must:

7A understand theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals.

DIRECTIONS: A chapter of the text will be chosen or assigned to teams. PowerPoint presentations of 30 minutes in length should extend beyond the information in the text and provide applications to both elementary and secondary settings. Team members can choose to focus on either elementary, middle, or high school applications but both elementary (K-6)

and (7-12) applications must be included in the presentation. Each team member is responsible to source supplementary information and provide a summary of the material including a bibliography to the instructor. Learning theories should be applied in the presentation (i.e. creativity, student involvement, visuals, handouts).

ASSESSMENT: This assignment is awarded up to 20 points based on the criteria:

1. Did all team members participate? (1 points)
2. Was the presentation done in PowerPoint? (4 points)
3. Was the information an extension of the text topic? (3 points)
4. Did the team members provide applications to both elementary and secondary settings? (4 points)
5. Was supplemental material (bibliography, handouts) included? (4 points)
6. Were learning theories applied in the presentation, i.e. creativity, student involvement? (4 points)

TEAM PRESENTATIONS

EDC 310: Learning and Development in an Educational Setting

Team Members: _____

Grading Criteria	Points	
	Possible	Earned
1. Participation by all team members	1	_____
2. PowerPoint presentation was used.	4	_____
3. Information was an extension of the text	3	_____
4. Applications to both elem. and secondary	4	_____
5. Supplemental material included	4	_____
6. Learning theories were applied (creativity, student involvement, visuals)	4	_____
	TOTAL	20 _____

COMMENTS:

EDC 533: Learning and Development in an Educational Setting
Graduate Components
PRESENTATIONS

PURPOSE: Students will have the opportunity to present classroom applications on a topic related to learning and development. EDC 310 students will present in teams while EDC 533 students will make individual presentations. This project allows students to demonstrate performance on the following MN STANDARDS OF EFFECTIVE PRACTICE.

MN 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. The teacher must:

2A understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.

MN 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. The teacher must:

6E understand the power of language for fostering self-expression, identify development, and learning.

MN 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. The teacher must:

7A understand theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals.

DIRECTIONS: A chapter of the text will be chosen or assigned to teams and individuals. All presentations must extend the information and learning theories in the text and provide applications to both elementary and secondary settings. Individual presentations (EDC 533) will be 45 minutes in length and should also include examples of applications to both elementary and secondary settings. It is advised that students making individual presentations include information from their research paper. Presentations should incorporate effective teaching strategies (i.e. creativity, student involvement, visuals, handouts). Materials to be turned in include, a summary of the presentation, materials presented, and a bibliography.

ASSESSMENT: This assignment is awarded up to 40 points based on the criteria:

1. Was the information an extension of learning theories in the text? (15 points)
2. Were applications to elementary and secondary settings provided? (10 points)
3. Was supplemental material (bibliography, handouts) included? (5 points)
4. Were effective teaching strategies applied in the presentation, i.e. creativity, student involvement? (10 points)

RESEARCH PAPER
EDC 533: Learning and Development

PURPOSE: Students enrolled in EDC 533 will have the opportunity to explore an area of learning in more depth. This exploration involves library-based research and culminates in a formal research paper and class presentation. This project allows students to demonstrate performance on the following MN STANDARDS OF EFFECTIVE PRACTICE.

MN 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. The teacher must:

2A understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.

MN 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. The teacher must:

6E understand the power of language for fostering self-expression, identify development, and learning.

MN STANDARD 9: Reflection and Professional Development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the community, and who actively seek out opportunities for professional growth. The teacher must:

9D know major areas of research on teaching and of resources available for professional development

9I use professional literature, colleagues, and other resources to support development as both a student and a teacher.

DIRECTIONS: Choose a topic of interest to you in the area of learning and development. It is advised that you use the course text as a jumping off point for your paper and do an extension of a topic and/or theories presented in one of the chapters. After you have chosen a topic, look for resources that will define the topic. Use both online and print resources. Your research should also extend beyond print/online sources to include research in the school system (such as interviews, observations, or surveys of school faculty/staff). Print resources can be located in the Education Index (check with reference librarian). Look in the ERIC database for journal articles that relate to your topic. Let this initial search help you to decide if you like the topic, and ways that you could approach writing about it. Keep records that show where you found each resource. In order to avoid plagiarism, you must cite the references for the information that you use in your paper. Your final paper must include at least 5 sources. In addition to researching the knowledge base of the topic you choose, also include applications to classrooms within the range of licensure you are seeking. The research paper will be handed in to the course instructor and a summary of your findings with applications will be presented to the class.

Your paper should be 6-8 pages in length. It will include a combination of citing experts in the field, your own analysis of the topic, and applications to the classroom. It must be word processed and mechanically accurate and all sources cited appropriately, preferably in APA style. The Writing Lab, a style manual, and the course link will be out great help in this area.

ASSESSMENT: The research paper counts for 60 points and will be evaluated on organization, clarity, depth of analysis, and application to classroom settings. The presentation is worth 40 points and follows the evaluation guidelines presented in the Presentation.doc assignment.

RESEARCH PAPER
EDC 533: Learning and Development

Name _____

Topic _____

	Points Possible	points Earned
1. Extension of topic/theory in the text	25	_____
2. Application in classroom setting	20	_____
3. Sufficient sources	10	_____
4. Grammatical correctness	5	_____
TOTAL	60	_____

COMMENTS:

OBSERVATION PROJECT

EDC 310/533: Learning and Development in an Educational Setting

PURPOSE: Systematic observation of children at different chronological ages is important in gaining insight into physical, cognitive, psychosocial, and moral development of students.

MN 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. The teacher must:

- 2B understand that a student's physical, social, emotional, moral and cognitive development influence learning and know how to address these factors when making instructional decisions.
- 2C understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others.

MN 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.

- 10B understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning.
- 10D understand the concept of addressing the needs of the whole learner

DIRECTIONS: You will observe three children at the ages you intend to teach. Provide a 2-3 page description and analysis of each child drawing on the developmental theories found in the text. Refer to the MN STANDARDS to guide your analysis.

ASSESSMENT: This paper is awarded up to 40 points based on the following criteria and your ability to demonstrate knowledge of the standards:

1. Description of each child's age and physical characteristics as well as implications for cognitive and social development. (6 points)
2. Analysis of each child's developmental stages (cognitive, psychosocial, moral) based on the educational theories discussed in the text. (18 points)
3. Suggestions for future instruction of each child. (12 points)
4. Well-written and grammatically correct paper. (4 points)

PREPARING/TEACHING A LESSON

EDC 310/533: Learning and Development in an Educational Setting

PURPOSE: PRACTICE! PRACTICE! PRACTICE!

Practice and constructive feedback aid effective teaching. You will be given the opportunity to teach a lesson to your peers and receive specific feedback.

MN 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. The teacher must:

4B understand the cognitive processes associated with advantages and limitations, associated with various instructional strategies.

MN 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. The teacher must:

7A understand theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals.

7C plan instructional programs that accommodate individual student learning styles and performance modes.

7E plan instructional programs that accommodate individual student learning styles and performance modes.

MN 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. The teacher must:

8B understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work.

DIRECTIONS:

1. Webquest lesson/unit: You may choose a topic related to a field of licensure that you think might be of interest to the members of the class. You will write a Webquest teacher page in html.
2. Teaching the lesson from the unit: You will have no more than 30 minutes to teach your lesson. During that time you must teach/discuss the content and do a formal check for understanding. Following your 30 minutes, you will have 5 minutes to correct and return the assessment while your "students" provide you with feedback on your preparation and presentation.
3. Self-evaluation form: After teaching your lesson and receiving feedback from your peers, reflect on how the lesson went by completing the self-evaluation form.
4. Materials to be handed in: After teaching your lesson, hand in: A) a copy of your webquest teacher page complete with any materials and tests and B) your self-evaluation form.

3. Assessment: You will be evaluated according to the following criteria: A) the quality of your webquest plan (15 points), B) the quality of the lesson plan and the presentation of the lesson - teacher presence (10 points), and C) how well your peers learned as measured by the check for understanding and your self-evaluation (5 points)

Put the Title of the Lesson Here

Teacher Page

A Technology-Based Lesson for xth Grade (Put Subject Here)

Designed by

Linda Stevens

Put some interesting graphic representing the content here

[Introduction](#) | [Learners](#) | [Standards](#) | [Task](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#)

Introduction

Begin with something that describes the origin of the lesson. For example: This lesson was developed as a requirement for [WebQuest: An Inside Look](#), [TIES 2000](#), Miniapolis, Minnesota.

In this second paragraph of the introduction, describe briefly what the lesson is about. Remember, the audience for this document is other teachers, not students.

Learners

Describe the grade level and course that the lesson is designed to cover. For example: "This lesson is anchored in seventh grade language arts and involves social studies and math to a lesser extent." If the lesson can easily be extended to additional grades and subjects, mention that briefly here as well.

Describe what the learners will need to know prior to beginning this lesson. Limit this description to the most critical skills that could not be picked up on the fly as the lesson is given.

Curriculum Standards

What will students learn as a result of this lesson? Describe the outcomes succinctly. Use the language of [existing standards](#). For example:

Social Studies Standards Addressed

- Recognize the relationships among the various parts of a nation's cultural life.
- Learn about the mythology, legends, values and beliefs of a people.

Most lessons don't just teach a block of content; they also implicitly teach one or more types of thinking. In addition to describing learning outcomes within traditional subject areas, describe what kind of thinking and communications skills were encouraged by this lesson. Inference-making? Critical thinking? Creative production? Creative problem-

solving? Observation and categorization? Comparison? Teamwork? Compromise?

Task

Describe the final product students will be required to complete by the end of the process. What will students accomplish as a result of this lesson? The task could be a:

- problem or mystery to be solved;
- position to be formulated and defended;
- product to be designed;
- complexity to be analyzed;
- personal insight to be articulated;
- summary to be created;
- persuasive message or journalistic account to be crafted;
- a creative work, or
- anything that requires the learners to process and transform the information they've gathered.

Process

Step by step, describe how to carry out this lesson. Include downloadable versions of any templates, word processing documents, or other files that another teacher would need to carry out this lesson.

Describe briefly how the lesson is organized. Does it involve more than one class? Is it taught in one period per day, or is it part of several periods? How many days or weeks will it take? Is it single disciplinary, interdisciplinary, multidisciplinary or what?

If students are divided into groups, provide guidelines on how you might do that.

If there are misconceptions or stumbling blocks that you anticipate, describe them here and suggest ways to get around them.

What skills does a teacher need in order to pull this lesson off? Is it easy enough for a novice teacher? Does it require some experience with directing debates or role plays, for example?

Variations

If you can think of ways to vary the way the lesson might be carried out in different situations (lab vs. in-class, for example), describe them here.

Resources Needed

Describe what's needed to implement this lesson. Some of the possibilities:

- Class sets of books
- E-mail accounts for all students
- Specific software (how many copies?)
- Specific hardware (what kind? How many?)
- Specific reference material in the classroom or school library
- Video or audio materials

If the lesson makes extensive use of specific websites, it would be appropriate to list, describe and link them here. It would also be helpful to link the names of books suggested to [Amazon](#) or other online sources.

Describe also the *human* resources needed. how many teachers are needed to implement the lesson. Is one enough? Is there a role for aides or parents in the room? Do you need to coordinate with a teacher at another school? With a partner in industry or a museum or other entity? Is a field trip designed in as part of the lesson?

Evaluation

How will you know that this lesson was successful? Describe what student products or performances you'll be looking at and how they'll be evaluated. This, of course, should be tightly related to the standards and objectives you cited above.

Conclusion

Make some kind of summary statement here about the worthiness of this lesson and the importance of what it will teach.

Credits & References

List here the sources of any images, music or text that you're using. Provide links back to the original source. Say thanks to anyone who provided resources or help.

List any books and other analog media that you used as information sources as well.

Last updated on November 12, 2000. Based on a template from [The WebQuest Page](#)

I. Topic/Title: _____ Target Grade/Age Group: _____

II. Purpose/Objectives:

(address your objectives to all relevant domains, e.g., cognitive, affective, psychomotor, moral, etc.):

The Learner will:

III. Minneapolis Standards/Grade Level Expectations and/or Minnesota Standards:

IV. Materials/Resources:

V. Instructional Strategies and Student Activities:

(Should include an introductory activity, tactics for engaging student motivation, and step-by-step-procedures regarding what the teacher and the learners will do. Attach separate sheet(s) if necessary.)

VI. Work habit skills and student behaviors to be worked on next time:

VII. Assessment Modes (check and describe all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Recorded observation | <input type="checkbox"/> Checklist/Rubric |
| <input type="checkbox"/> Oral or Written | <input type="checkbox"/> Project, Performance or Demonstration |
| <input type="checkbox"/> Conferencing/Feedback | <input type="checkbox"/> Portfolio |
| <input type="checkbox"/> Student Self Assessment | <input type="checkbox"/> Journal |
| <input type="checkbox"/> Pre and Post Testing | <input type="checkbox"/> Other: |

Describe:

VIII. Actual Student Assessment (learner outcomes):

IX. Self Evaluation/Assessment:

(Did you accomplish your objectives? What would you change?)

Home Connection:

Notes:

LESSON PLAN

Name _____ Date _____

Topic/Subject _____ Grade _____

PRELIMINARY INSTRUCTIONAL PLANNING

Outcomes:

DOMAINS
Knowledge
Performance
Dispositions

Materials/Special Arrangements/Individual Modifications:

CONSIDERATIONS
Gender/Ability
Multicultural
Learning Styles

INSTRUCTIONAL IMPLEMENTATION

Anticipatory Set/Introduction:

Sequence of Learning Activities:

TAXONOMY
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

STRATEGIES
Presentation
Discussion
Direct Instruction
Inquiry
Problem-solving
Cooperative Groups
Concept Attainment

Check for Understanding:

Closure:

Assignment:

POST-INSTRUCTIONAL ASSESSMENT

Assessment of Student Learning:

Formal:

Informal:

SELF-EVALUATION OF LESSON

After teaching your lesson, write an analysis based on your planning and your presentation.

PREPARATION (PLANNING)

Preplanning is important for successful teaching. Consider the following list in analyzing your planning skills. Then answer the questions below.

1. Use of a lesson plan
 2. Use of an anticipatory set for motivation
 3. Stimulus variation (variety of materials and experiences)
 4. Examples and analogies
 5. Higher levels of questioning
 6. Use of time and closure
 7. Overall creativity
-
1. Which teaching strategies did you use (e.g. presentation, discussion, concept attainment, direct instruction, cooperative learning)?

 2. What was successful about the strategies that you chose?

 3. How would you modify your lesson plan to make it more effective?

PRESENTATION (DELIVERY)

In assessing the effectiveness of your delivery, consider the following list and answer the questions below.

1. Use of voice inflection and nonverbal cues
 2. Eye contact
 3. Peripheral awareness (overlapping and withitness)
 4. Acceptance of student responses
 5. Use of names
 6. Listening
 7. Sense of humor
 8. Use of body (movement) and hands (gestures)
-
1. What did you do well in presenting your lesson?

 2. How could you improve your presentation style?

TEACHING A LESSON

EDC 310/533: Learning and Development in an Educational Setting

Assessment: You have been evaluated according to the following criteria:

	<u>Points Possible</u>	<u>Points Earned</u>
A) the quality of your Webquest plan	15	_____
B) the quality of your lesson plan	5	_____
C) the presentation of the lesson (delivery)	5	_____
D) how well your peers learned as measured by the test and your self-evaluation	5	_____
TOTAL	30	_____

Comments:

PORTFOLIO

EDC 310/533: Learning and Development

Effective teaching depends on research-based knowledge of the field of teaching, demonstration of effective practice, and reflection on the effects of practice on the learner as well as goal setting for the improvement of practice. The MINNESOTA STANDARDS OF EFFECTIVE PRACTICE FOR BEGINNING TEACHERS provides a framework for categories of effective teaching. EDC 310/533: Learning and Development in an Educational Setting draws on MN STANDARDS OF EFFECTIVE PRACTICE (SEP):1B; 2 A,B,C; 3A,C,I; 4B; 5A,C,F,G,H,J,K; 6A,E; 7A,C,E; 8B,C; 9C,H; and 10B,D. This course has provided the opportunity to learn and practice the following skills:

a. *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)

b. *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)

c. *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)

DIRECTIONS: In preparing your EDUCATION PORTFOLIO, you have been gathering evidence from each of your courses to cite as evidence of your competence in the MN Standards of Effective Practice. Along with referencing your work, you are also asked to reflect on your learning. This final assignment is intended to assist you as you prepare your portfolio by reflecting on the evidence you have demonstrated in this course. Pick 2 of the MN Standards of Effective Practice (SEP 2-10). The standards and their sub-categories are listed below. For each of the 2 categories you have chosen, (1) state standard and any sub-categories, (2) what evidence in your webquest lesson unit you would cite in meeting the standard, (3) how this evidence affected your learning (4) what goals you would set for further growth. Your reflection should be approximately 2-4 pages for both standards. You may refer to additional standards but you do not need to include the actual evidence.

ASSESSMENT: This portfolio is worth 20 points that are distributed accordingly:

1. state standard and any sub-categories (1 point)
2. the evidence that demonstrates learning in your webquest (1 points)
3. how this evidence affected your learning (8 points)
4. what goals you would set for further growth (8 points)
5. grammatical correctness (2 points)

MINNESOTA STANDARDS OF EFFECTIVE PRACTICE FOR BEGINNING TEACHERS

Mn Standard 1: Subject Matter. A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

- 1B understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning.

MN 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. The teacher must:

- 2A understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.
- 2B understand that a student's physical, social, emotional, moral and cognitive development influence learning and know how to address these factors when making instructional decisions.
- 2C understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others.

MN 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. The teacher must:

- 3A understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligence; and know how to design instruction that uses a student's strengths as the basis for continual learning.
- 3C know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
- 3I understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success.

MN 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. The teacher must:

- 4B understand the cognitive processes associated with advantages and limitations, associated with various instructional strategies.

MN 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 & self-motivation. The teacher must:

- 5A understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- 5C understand how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations.
- 5F know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated.
- 5G understand how participation supports commitment
- 5H establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole.
- 5J recognize the relationship of intrinsic motivation to student lifelong growth and learning.

5K use different motivational strategies that are likely to encourage continuous development of individual learner abilities.

MN 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. The teacher must:

6A understand communication theory, language development, and the role of language in learning.

6E understand the power of language for fostering self-expression, identity development, and learning.

MN 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. The teacher must:

7A understand theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals.

7C plan instructional programs that accommodate individual student learning styles and performance modes.

7E plan instructional programs that accommodate individual student learning styles and performance modes.

MN 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. The teacher must:

8B understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work.

8C Understand the purpose of and differences between assessment and evaluation.

MN 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. The teacher must:

9C understand the influences of the teacher's behavior on student growth and learning.

9H use classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.

MN 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.

10B understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning.

10D understand the concept of addressing the needs of the whole learner