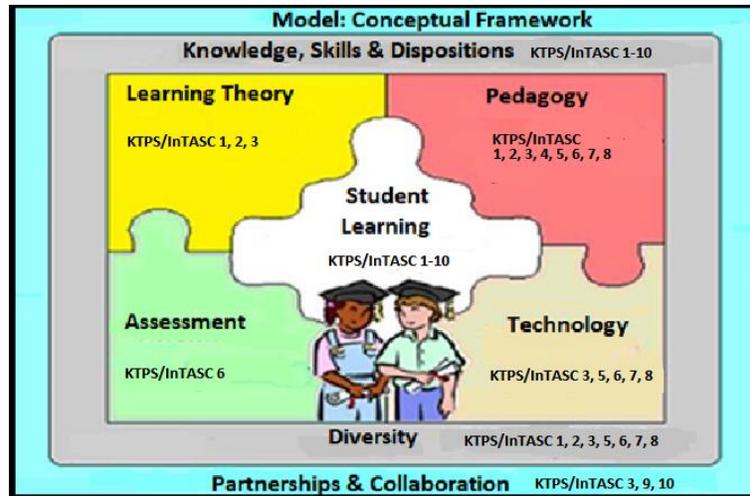


Campbellsville University
School Of Education
Spring 2019
ED300-01 Human Development and Learning Theory

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“Empowerment for Learning”



Textbook:

McDevitt, T.M., & Ormrod, J.E. (2016). *Child development and education (6th Ed.)*. Upper Saddle River, NJ: Pearson.

Pre-requisites: ED 220 is a pre/co-requisite for the course

Course Description: This course is designed to familiarize pre-service teachers with theory and practice that identifies strategies for promoting the physical, cognitive, and social-emotional growth of children and adolescents. It helps one come to a broad conceptual understanding of the field of child development and provides one with a broad sense of how and when children develop various abilities. Three core developmental issues will be examined – the relationship between biological and environmental influences on development, universality and diversity of developmental changes, and the qualitative and quantitative nature of developmental change from a chronological perspective.

PROFESSIONAL STANDARDS:

Kentucky Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium (KTPS/InTASC)

- InTASC 1 Learner Development
- InTASC 2 Learner Differences
- InTASC 3 Learning Environments
- InTASC 4 Content Knowledge
- InTASC 5 Application of Content
- InTASC 6 Assessment
- InTASC 7 Planning for Instruction
- InTASC 8 Instructional Strategies
- InTASC 9 Professional Learning and Ethical Practice
- InTASC 10 Leadership and Collaboration

International Literacy Standards (ILS)

- Standard 1 Foundational Knowledge
- Standard 2 Curriculum and Instruction
- Standard 3 Assessment and Evaluation
- Standard 4 Diversity
- Standard 5 Literate Environment
- Standard 6 Professional Learning and Leadership

Council for Accreditation of Educator Programs (CAEP)

- Standard 1 Content and Pedagogical Knowledge
- Standard 2 Clinical Partnerships and Practice
- Standard 3 Candidate Quality, Recruitment, and Selectivity
- Standard 5 Provider Quality Assurance and Continuous Improvement

Aligned with Assessment	KTPS Diversity	KTPS/ InTASC	International Literacy Association Standards	Technology (Yes or No)	CAEP
Participation Obj: H, B, C, L		4a, j, q 5e, k		Yes	1.1, 1.2, 1.3
Clinical Obj: G, C	1B; 1G; 2H; 2N; 3F; 4M; 6G; 7B	Varies by experience	4.1	Yes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3
Lesson Plans Obj: D, F, I, J	1B; 1G; 2H; 2N; 3F; 4M; 6G; 7B	1a, b, c, e, g 3f 4d, f, g 5c 6b, d, c, f, g, h, l, o 7a, b, c, d, f, l, q 8a, b, c, e, f, i 9g, i, h, k	3.1, 3.3, 4.1	Yes	1.1, 1.2, 1.3
Article Critiques Obj: A		4j, k, l		Yes	1.1, 1.2, 1.3, 1.4
Technology/ Chapter Readings Obj: K		1d, e 2g, h, i 4j, k, l 5i, j		Yes	1.1, 1.2, 1.3, 1.5
Philosophy Paper Obj: A	1G 2N	1 d, e, f, g, i, j 2 g, j, l, n		Yes	1.1, 1.2
Exams Obj: A-M		1d, e 2g, h, i 4j, k, l 5i, j	3.1	Yes	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2

CU Diversity Proficiencies (from KTPS/InTASC)

- 1B** The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1G** The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.
- 2H** The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2N** The teacher makes learners feel valued and helps them to learn to value each other.
- 3F** The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 4M** The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 6G** The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 7B** The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.
- 9H** The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 10Q** The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

SPECIFIC OBJECTIVES:

Upon completion of this course, you will have gained an understanding of:

- A.** key theories in the field of human development and learning and be able to describe how the theorist's contribution impacts your understanding of behavior. **Task 1, 4, 5, 7, 8**
- B.** factors that influence the development of students' perceptions and actions (e.g., biological, familial, social, economic, nutritional, hygienic, cultural, and linguistic) in educational contexts. **Task 1, 5, 8**
- C.** cultural and linguistic differences that can be celebrated in the classroom as powerful vehicles for learning and instruction. **Task 1, 5, 8**
- D.** integration of physical, social-emotional, and cognitive aspects that when integrated create and maintain a developmentally responsive program of learning. **Task 1, 3, 5, 8**
- E.** key theories of human development and learning theory to assist one as a life-long learner. **Task 1, 3, 5, 7, 8**
- F.** principles and concepts inherent in the role of schooling in a diverse society. **Task 1, 3, 5, 8**
- G.** relationships with parents and community to enhance student learning. **Task 1, 3, 5, 8**
- H.** legal aspects of education, including but not limited to: teacher's rights, student's rights, and the impact upon the accessibility of education. **Task 1, 4, 5, 8**
- I.** individual differences (e.g., multicultural, gender, socio-economic, academic) and their impact on the teaching/learning environment. **Task 3, 8**
- J.** exceptional children and at-risk students. **Task 1, 4, 5, 8**
- K.** technology as it is imbedded in the curriculum. **Task 1, 5, 7, 8**
- L.** intervention as it relates to violence in schools. **Task 1, 5, 8**
- M.** interrelationship of human growth and development to PRAXIS. **Task 1, 5, 6, 8**

COURSE TASKS/Requirements:

Task 1 Participation

You are responsible for your own education. Each pre-service teacher is valuable to the success of this course. To be engaged, you need to participate. To participate you must attend class. It will be through group interaction that the depth of the course is enhanced. The professor will strictly adhere to the SOE attendance policy. **Teacher dispositions are important!** *A disposition assessment will be completed on all students by the professor.* **Please refrain from using cell phone during class unless the use is relevant to course materials.**

Task 2 Field Experiences (20 hours)

Pre-service teachers are required to complete 20 hours of field experiences. This course requires the following types of field experience. 1) Candidates are required to participate in an all-day field trip to a diverse school (5 hours toward required field). Reflection for this activity will take the form of a 2-3 page paper. Rubric will be given.. 2) Candidates will observe and co-teach one lesson which will count as 3 hours. 3) Candidates will also observe, assist, tutor and/or reflect on families and developmental issues in one or more of the following settings for the remaining 12 hours:

preschool/Headstart, P-5, 5-9, 8-12, extended school services, and family resource centers. Running records are required for designated hours. Submit field form and reflection along with entering hours in KFETS to obtain credit.

Task 3 Diversity Lesson Plan and Co-Teach Lesson Plan

Sources of Evidence forms for the lesson plan can be located on the SOE website (https://tigernet.campbellsville.edu/ICS/School_of_Education/). In the first lesson, include in the lesson plan clear objectives aligned with appropriate standards, assessments, and management practices using **differentiation and accommodations**. Lesson plans must also be saved to Moodle and a dedicated flash drive or web-based storage.

The second, co-teach lesson will be delivered to a P-12 class using a co-teaching model. This will count as three hours of clinical/field experiences. In one hour, observe/work in the class, one hour, co-plan with the teacher, and in the final hour, teach the lesson. This lesson will be self-scored and scored by the professor using the CU lesson plan rubric.

Task 4 Article Critiques

Read and critique a minimum of three articles on the theme of appropriate human growth and development found in scholarly journals. Submit a minimum of a two-page critique (word processed, double-spaced) in APA format. Also accepted would be a critique of the same length describing and reflecting upon a book that we mutually agree is appropriate. **Rubric included below. Critique one is to relate to chapter 3 Family, Culture, and Community. Article critique two is to relate to chapter 10 Development in the Academic Domains. Article critique three is to relate to chapter 15 Peers, Schools, and Society.**

Task 5 Technology/Chapter Readings

Instructor e-mail is a valuable resource to ask questions, seek clarification, or just take the opportunity to share. Moodle will be used to upload assignments, and research resources. You will subscribe to Remind and Kahoot for use in course communication and survey. Students will also begin developing an *e-portfolio*, this will be discussed in further detail in class. Chapter reading questions will be answered and scored using on Moodle.

Task 6 CAP 2 Documentation/PPGP

All ED300 students must apply for admission to the School of Education. The admission process involves completing a packet of materials for CAP 2 (see work room or SOE website https://tigernet.campbellsville.edu/ICS/School_of_Education/) along with a PPGP (pre-professional growth plan). A detailed description of the CAP 2 process will be shared in class. All required documents are due two weeks before the final exam date.

Task 7 Philosophy Paper

Students will self-assessment and reflect on the four major philosophies of education and current learning development theories to create their own philosophy of education. The philosophy of education paper should be at least 2-3 pages in length with references in APA format.

Task 8 Exams

Candidates will be assessed periodically throughout the course on your understanding and application of course content as it relates to your work as a professional educator.

EVALUATION Process and expectations:

Week 6, 12, and 16	Exams (3)	300
Every Thursday	Chapter Readings 15@10/each	150
Week 6, 12, and 15	Article Critiques 3@50/each	150
March 1	Diverse Field Reflection Paper	75
March 12	Lesson Plan (Diversity)	50
April 4	Lesson Plan (Co-teach)	75
April 16	Philosophy Paper	100
April 23	Field Hour Reflections	100

1000 points

Syllabus dates are subject to change so ALWAYS check Moodle for due dates and times.

GRADING SCALE:

92-100	A
84-91	B
74-83	C
65-73	D
Below 64	F

Resources

Marzano, R. (2009). *Designing & Teaching Learning Goals & Objectives*. Bloomington: Marzano Research Laboratory.

Postman, R. (2015). *Praxis Core Exams*. New York: Barron's Educational Series, Inc.

Covey, S. (2008). *The leader in me*. How schools and parents around the world are inspiring greatness, one child at a time. New York, NY: Free Press Simon & Schuster.

Daniels, H., Hyde, A. & Zemelman, S. (2012). *Best practice: New standards for teaching and learning in America's schools* (4th Ed.). Portsmouth, NH: Heinemann.

Esquith, Rafe (2007). *Teach like your hair is on fire*. New York, Penguin Books.

Gurian, M. (2010). *Boys and girls learn differently: A guide for teachers and parents*. San Francisco, CA: Jossey-Bass.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.

Pankratz, R. & Petrosko, J. (Eds). (2000) *All children can learn: Lessons from the Kentucky reform experience*. San Francisco: Jossey Bass.

Payne, R. K. (2013). *A framework for understanding poverty*. (4th Ed.). Highlands, TX: Aha! Process, Inc.

Teachingchannel.org

Various Children's Books

Educational Leadership

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Plagiarism Policy

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice-President for Academic Affairs will be notified of either consequence.

***** School of Education Attendance Policy:*****

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. **An accumulation of three tardy instances will equate to one day of absence to be applied to the course attendance policy.** Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student's responsibility to notify the professor in advance of the excused absence.* It is also the student's responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

UNIVERSITY CANCELLATION PROCEDURE: If classes are dismissed officially by the university, check Moodle for the class assignment that will be due the following class period.

Incomplete Statement

A grade of "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I"; grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

Communication Requirement

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.

ED 300 Course Outline Topics

This schedule may need to be changed during the semester.

Week 1—January 7-11

Introduction to Course

Begin Chapter 1

Chapter 1 Reading Guide Due on Thursday (10)

Week 2—January 14-18

Continue Chapter 1

Discuss Field Hour Journal

Chapter 2 Reading Guide Due on Thursday (17)

Week 3—January 21-25

Chapter 2

Discuss Article Critique

Chapter 3 Reading Guide Due on Thursday (24)

Week 4—January 28-February 1

Chapter 4

Discuss Diversity Lesson

Chapter 4 Reading Guide Due on Thursday (31)

Week 5—February 4-8

Chapter 5

Chapter 5 Reading Guide Due on Thursday (7)

Week 6—February 11-15

Review Chapters 1-5

Article Critique #1 (Chapter 3) Due on Tuesday (12)

Exam 1 Thursday (14)

Chapter 6 Reading Guide Due on **Friday** (15)

Week 7—February 18-22

Chapter 6

Discuss Philosophy of Education

Chapter 7 Reading Guide Due on Thursday (21)

Week 8—February 25-March 1

Continue Chapter 6

Chapter 8 Reading Guide Due on Thursday (28)

Diverse Experience Reflection Paper/Form Friday (1)

SPRING BREAK—March 4-8

Week 9—March 11-15

Chapter 7

Diversity Lesson Plan Tuesday (12)

Chapter 9 Reading Guide Due on Thursday (14)

Week 10—March 18-22

Chapter 8

Chapter 10 Reading Guide Due on Thursday (21)

Week 11—March 25-29

Chapter 9

Article Critique #2 (Chapter 10) Due on Tuesday (26)

Chapter 11 Reading Guide Due on Thursday (28)

Week 12—April 1-5

Exam 2 Tuesday (2)

Chapter 11

Co-Teaching Lesson/Reflection Thursday (4)

Chapter 12 Reading Guide Due on **Friday** (5)

Week 13—April 8-12

Chapters 11 & 12

Chapter 13 Reading Guide Due on Thursday (11)

Week 14—April 15-19

Chapter 13

Philosophy of Education Paper Tuesday (16)

Chapter 14 Reading Guide Due on Thursday (18)

Week 15—April 22-26

Chapter 14

Final Field Journal/Form Due on Tuesday (23)

Article Critique #3 (Chapter 15) Due on Thursday (25)

Chapter 15 Reading Guide Due on **Friday** (26)

Week 16—April 29-May 3

Exam 3 at 11:00 on Tuesday