

COURSE SYLLABUS – FALL 2006

1. **Course Prefix and Number:** CUI 669
2. **Course Title:** Educational Implications of Learning and Developmental Theories
3. **Credits:** 3:3
4. **Course Prerequisites/Corequisites:** Permission of instructor
5. **For Whom Planned:** This course is a required course for students in the Elementary Education M.Ed. Classroom Practice Track program. Other M.Ed. students in the Classroom Practice Track or the Teacher Leadership Track may enroll with the permission of the instructor.

6. **Instructor Information:**

Dr. Cheryl Greenberg
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7. **Course Purpose/Catalog Description:**

How learning and developmental theories define the teacher's role as an instructional leader, how curricular materials might be designed and used, and student learning and motivation.

8. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

9. **Course Goals and/or Objectives/Student Learning Outcomes:**

Course Goals: The purpose of this course is to help prospective educators develop their understanding of how learning and developmental theories define the teacher's roles as an instructional leader, how students learn and are motivated, and how this impacts the design of and delivery of the curriculum.

Course Objectives: Upon completion of this course, students will

- Know the meaning of basic educational psychology terminology and concepts.
- Understand the complexity and classroom implications of the various theories of teaching, learning, thinking and development that serve as psychological foundations in educational settings.
- Be able to make use of technology in learning, thinking about and discussing the content of this course. This includes making use of online resources for learning about topics in educational psychology and for discussions with peers.
- Be able to reflect, think critically, problem solve and make decisions related to the interaction of theories of learning and teaching and the behaviors of the CUI 669 student as a learner and prospective teacher.

- Be able to reflect, think critically, problem solve and make decisions related to the interaction of theories of learning and teaching and the learning behaviors of K-12 students.
- Be an “expert” on at least one topic related to the course content and be able to share information about that topic with peers

10. Teaching Strategies:

- Instructional strategies used in this course include assigned and supplemental reading, lecture, in-class and online discussion, cooperative group work, group presentations, and reflections,

11. Evaluation Methods and Guidelines for Assignments:

Assignments:

- Readings: Students will be expected to read the assigned chapter in the texts and additional articles as indicated listed under “assignments” on Blackboard. Readings should be completed *before* the class session.
- Discussions: Students will participate in class and online discussions. Students will be expected to make contributions to of the online discussion topics, as listed under “assignments” on Blackboard. Contributions should
 - Be relevant to the topic, accurate and thought provoking;
 - Be based on research findings and professional literature, and include citations of these sources;
 - Further the discussion by increasing the knowledge base;
 - Be professionally critical. That is, students should assess the contributions of others and, using appropriate professional approaches (caring, tactful, positive, polite), comment on the accuracy and relevance of the contributions of other students.
- “Expert” Presentation: Students will become “experts” on one or more topics for which they lead the online discussions. Students are expected to complete two readings in addition to those assigned for the group as a whole and to prepare a list of hard copy and web resources (bibliography and weblibliography) for their classmates. They will introduce the class discussion, monitor and facilitate the discussion, and wrap it up, as indicated on the instructions for individual discussion. OPTIONAL
- Reflections: Students will write two 1-2 page reflective papers that will deal with the articles that students read.
- Summative Evaluations: Midterm and final reflections will deal with the facts, concepts and theories “covered” in the readings and discussions of the course. Students will be asked to apply information about educational psychology to school-based scenarios.

Evaluation:

Attendance & participation in class and online discussions	50 points
Reflections/short papers	10 points
Midterm Reflection	20 points
Final Reflection	30 points

A+	97-100	B+	87-89	C+	77-79
A	93-96	B	83-86	C	73-76
A-	90-92	B-	80-82	C-	70-72
				F	less than 70

12. Required Text(s)/Readings/References:

Required Text

Woolfolk, A.E. (2004). Educational psychology, 9th Ed. Boston: Allyn and Bacon.

Optional Texts

Annual editions: *Educational psychology 00/01*. Guilford, CT: Dushkin/McGraw-Hill.

Brophy, J. (1998). *Motivating students to learn*. Boston: McGraw Hill.

Cole, R. W. (Ed.). (1995). *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: ASCD.

Turnbull, A., Turnbull, R., Shank, M., & Leal, D. (1999). *Exceptional lives: Special education in today's schools*. Upper Saddle River, NJ: Merrill.

13. Topical Outline:

Date	Session number	Location	Topic	Textbook Assignments (Additional readings and assignments on Blackboard)	Discussion Leaders (M1-M9) Reflection (R), Midterm, Final	DUE DATE
Aug. 14	1	UNCG – GRAHAM 207	Introduction to Blackboard Educational Psychology Defined The Reflective Teacher/Reflection	Woolfolk, Ch. 1		
Aug. 21	2	UNCG – GRAHAM 207	Research Methodologies/Observation	Woolfolk, Ch. 1	R	
Aug. 28	3	Online	Cognitive Development	Woolfolk, Ch. 2	M1	
Sept. 4		Labor Day – No class				
Sept. 11	4	UNCG – GRAHAM 207	Cognitive Development	Woolfolk, Ch. 2	R	Sept. 12
Sept. 18	5	Online	Social & Moral Development	Woolfolk, Ch. 3	M2	Sept. 19
Sept. 25	6	Online	Individual Learning Needs	Woolfolk, Ch. 4	M3	Sept. 26
Oct. 2	7	Online	Intelligence & Creativity Learning Styles Applications to Instruction	Woolfolk, Ch. 4	Summary M4	Oct. 3
Oct. 9		Online (UNCG Fall Break)			Midterm	Oct. 10
Oct. 16	8	Online	Behaviorist Views of Learning	Woolfolk, Ch. 6	M5	Oct. 17
Oct. 23	9	UNCG – GRAHAM 207	Cognitive Processes in Learning	Woolfolk, Ch. 7		
Oct. 30	10	Online	Higher Order Thinking and Learning	Woolfolk, Ch. 8	M6	Oct. 31
Nov. 6	11	Online	Social Cognitive Views of Learning	Woolfolk, Ch. 9		
Nov. 13	12	No class (GCS Fall Break)				
Nov. 20	13	Online	Knowledge Construction	Woolfolk, Ch. 9	M7	Nov. 21
Nov. 27	14	Online	Motivation	Woolfolk, Ch. 10, Ch. 12	M8 or M1	Nov. 28
Dec. 4	15	UNCG – GRAHAM 207	Classroom Management: Application of Theories	Woolfolk, Ch. 11, Ch. 13	M9 or M2, In class	In class
Dec. 11	16	Online	Final Evaluation		Final	DEC. 11

14. Other Information:

All reading assignments are selected to enhance your learning about educational psychology. Written assignments and class discussions are designed to help you apply your newly acquired knowledge to situations

you may experience in your own classroom. With these goals in mind, class attendance and participation, both face-to-face and online, should be considered important to your success in this course.

Blackboard

- Information about CUI 669 will be posted on Blackboard.
- All students must have access to a computer which is capable of handling current technology.
- Students must have appropriate technology skills to use Blackboard and complete online assignments.
- Students should check Blackboard regularly for new postings.
- Students may download and print course information, if they like. Materials will not be duplicated by the Department of Curriculum and Instruction.

Assignments

- Readings must be completed before class sessions so that students can contribute to class discussions.
- All written assignments must be typed and turned in on the date due. Assignments will not be accepted after the due date.
- Online assignments will be read and evaluated by Dr. Greenberg on the due date (last date that contributions can be made). She will provide feedback at that time. She may provide input earlier.

Excessive tardies and absences or non-participation in online assignments will result in a lowered course grade.

15. Recommended Text(s) and/or Readings:

- Bloom, Benjamin S. (1981). *All Our Children Learning*. NY: McGraw Hill.
- Bruner, J.S. (1963). *The process of education*. NY: Random House.
- Coles, Robert (1997). *The moral intelligence of children*. NY: Random House.
- Dewey, J. (1938). *Experience and education*. NY: Collier.
- Erikson, E. H. (1963). *Childhood and society*. NY: W.W. Norton & Co.
- Erikson, E.H. (1980). *Identity & the life cycle*. NY: W.W. Norton & Co. (Note: original copyright: 1959 by International Universities Press, Inc.)
- Fosnot, C.T. (1996). *Constructivism: Theory, Perspectives, and Practice*. NY: Columbia University Press
- Gardner, Howard (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. NY: Basic Books.
- Gardner, Howard (1999). *The disciplined mind: What all students should understand*. NY: Simon and Schuster.
- Kornhaber, M., Fierros, Ed., & Veenema, S. (2004). *Multiple intelligences: Best ideas from research and practice*. MA: Allyn & Bacon.
- Levine, M. (2003). *A mind at a time*. NY: Simon and Schuster.
- Palmer, P.J. (1998). *The courage to teach*. CA: Jossey-Bass.
- Vygotsky, L. S. (1962). *Thought and language*. Cambridge, MA: MIT Press.
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Wolfgang, C.H. (2005). *Solving discipline and classroom management problems*, 6th Ed. NJ: Jossey-Bass.
- Wodrich, D.L. (2000). *ADHD: What every parent wants to know*. MD: Paul H. Brookes Publishing.

16. Alignment with State and National Standards:

OBJECTIVES / GOALS	INTASC	NCDPI Core Standards	NCDPI Diversity Standards	NCDPI Technology Standards	ISTE/NETS
Know and understand the fundamentals of major concepts and theories of child and adolescent development, learning and motivation	2, 3, 5, 7	2		5	V-A, V-D
Appropriately relate concepts and theories of development, learning and motivation to classroom environments, instruction and student learning	2, 3, 4, 5	2, 3	1, 5	5	V-A, V-D
Think reflectively about concepts and theories of educational psychology and their impact on classroom practice	2, 3, 7, 9	3	1, 5, 6	5	V-A, V-D