

Department of Counseling and Student Development
Eastern Illinois University

EDP 3331
Theories of Learning and Development for Secondary Teachers
Fall 2006 Syllabus

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THEME: Educators as Creators of Effective Educational Environments: Integrating Students, Subjects, Strategies and Societies

LEARNING MODEL/INSTRUCTIONAL ACTIVITIES:

This course uses a constructivist approach to teaching. Students will construct an understanding of educational psychology by building on their prior knowledge of teaching and students and using critical thinking to address critical issues in education. Instructional techniques will include dialogue with class members, both in class and via threaded discussions; assigned readings, individual and group activities, problem finding and problem solving. Discussion, case study, inquiry, and cooperative learning are instructional methods that will be demonstrated.

TEXT:

From textbook library:
Santrock, J. W. (2006). *Educational psychology* (2nd Ed.). Boston: McGraw-Hill

COURSE DESCRIPTION:

This course is designed to help you--a future teacher--become familiar with the content areas of individual growth and development, learning theory, motivation, appraisal of human differences, student evaluation, and classroom management. It is also designed to foster awareness, competence, and practice of basic principles of psychology as applied to the process of education. In addition, you will become aware of a variety of software and Internet-based packages that will enable you to use technology as a tool in your course planning and delivery. Finally, your clinical experiences in a public school setting over the weeks of the semester will give you the opportunity to apply the theories you are learning in class to real world settings.

PREREQUISITES: "University Approval to Take Teacher Education Courses" requirements apply.

CO-REQUISITES: Concurrent enrollment in SED 3330.

COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES OBJECTIVES FOR EDP 3331:

The course provides research-based information and opportunities for clinical practice to prepare educators who are creators of effective learning environments by incorporating understandings of

- A. Effective teaching practices and the importance of reflection about classroom procedures and practices;
- B. Empirical research and its importance to the field of education;
- C. Educational testing and measurement--norm-referenced, criterion-referenced; standardized testing and its implications for students;
- D. Developmental theories and their impact on classroom planning;
- E. Behavioral theories of learning and their applications in the classroom;
- F. Cognitive theories of learning and their applications in the classroom;
- G. Complex cognitive processes as explanations for the development of students' understanding of concepts and propositions;
- H. Motivational theories and application; creating an adaptive motivational climate in the classroom;
- I. Strategies for accommodating individual differences.

Clinical Experiences.

A major part of the course will involve your work with a public school teacher in a high school or middle school classroom. Beginning Monday, October 23, you will spend six weeks working with a cooperating teacher at an area school. Five days a week, during the lab time assigned to this course, you will travel to the school and work in your assigned classroom. This course is designed to provide you with opportunities for reflection about and discussion of the experiences you will have on-site. Many of the assignments will involve your processing of those experiences. Specific information about those assignments is presented below.

ASSIGNMENTS

Assignments for the on-campus portion of the course:

All individual written assignments must be submitted to turnitin.com by the deadline.

1. **Responses to Readings:** Each of the 10 assigned chapters in the text contains many ideas that are important for teachers. As you read each chapter, decide on three concepts that you think are critical for you to master. (There may be more than three ideas that you believe are critical, but choose only three). Then you will do the following: write a response of no more than two pages, typed and double-spaced, in which you list those three ideas in the form of **critical questions**, and for **one** of those questions explain how the information will help you in your professional development as a teacher. To do this, you will first explain the concept in your own words and then discuss how the concept might be relevant in a teaching situation. **Seven** of these responses are to be completed individually. **Three** of the responses (as indicated in the schedule), will be completed in a group setting during class. Each paper is worth 10 points.
2. **Case studies:** You will be given three case studies (for dates see the schedule) with questions. The answers are to be completed during the class period in about ninety minutes. Each case study is worth up to 25 points.
3. **Exam:** In order to assess your mastery of the basic concepts of the course, you will complete a comprehensive final. The final is worth 50 points.
4. **Class Activities/Participation:** The constructivist approach to teaching and learning is based on a cooperative relationship among everyone involved in the process. Therefore, it is essential that you present yourself not as a “receptacle” for information, but as a producer of knowledge, both for yourself and for others in the classroom. In order to fulfill this role, you have to be prepared for discussions and contribute regularly to them. You will be given ample opportunity to contribute your knowledge (old and new) to the discussions and other activities in the class.

In order to formalize a constructivist approach in our classroom, you will be assigned to a **cooperative learning group**. This group will consist of a maximum of four students and, if possible, will be comprised of students from the same or similar subject areas. Each group will complete a portfolio with two independent projects. You will have to show your creativity and mastery of the material by choosing and designing each project. Projects should deal with the course content and should relate directly to the professional life of a high school teacher in your subject area, including issues such as lesson design, student-teacher relations, parent-teacher relations, administration-teacher relations, community relations, etc. Specific examples will be given in class and assistance

will be provided. The groups will meet during class-time and are expected to have read the current readings in order to discuss their relevance for a practical application in the respective subject areas. Additional work (such as research, typing, gathering of materials, etc.) may be necessary. Projects included in the portfolio should reflect a variety of aspects relevant to the current course content and should be discussed from a critical standpoint. The formats of the projects are open, but have to be approved by the instructor. Each project has to be accompanied by all notes taken during discussions, a critical analysis of the product in relation to course content, and confidential group critiques (handout) completed by each member of the group. Portfolios (excluding the critiques) will be made available to all students after each project completion. The portfolio will be worth 40 points towards a total of 50 participation points. Your participation in discussions and other activities will make up the remaining 10 points.

5. **Attendance.** Obviously, in order to participate, you must attend class. And since it is impossible for you to demonstrate your abilities in written form only, it is essential that you attend class regularly and be on time. There are NO EXCUSED* absences. However, you have two personal days, during which your absence from class will not affect your grade. You may choose when and how to use those days. Should you miss more than two classes, your grade will be reduced by 10 points for each absence. So if you miss a total of seven sessions, your attendance grade will be reduced to zero. Maximum possible points = 50. If you know you are going to miss a class, be sure to let me know in advance (unless it is a real emergency).

*Exceptions: University-sponsored events for which your presence is required. A note from the faculty advisor is required.

Emergencies, such as surgery, severe illness, a death in the immediate family. A note from the doctor is required.

Religious holidays as specified as excused by University regulations.

NOTE: Once you begin your practicum, it is also essential that you notify your cooperating teacher at the school to which you are assigned and your supervisor at EIU if you will miss class. Failure to do so will result in a severe reduction of your final grade in both SED 3330 and EDP 3331. Your time on-site is extremely important, so plan to be there every day, Monday through Friday. If you know right now that you have conflicts with those lab times, it would be best to drop the course and take it at a later time. Three of the Fridays during practicum (Nov.3, Nov.17, and Dec. 8) are Seminar days. Instead of going to your practicum site you are expected to attend class on campus.

Assignments during the practicum experience:

All of the following assignments should be submitted electronically through the EDP 3331 WebCT site.

1. **Process Journals.** Each week during your practicum, you will complete one reflective journal entry following directions posted on WebCT. We will spend time in class discussing how to do this. In addition, you will be receiving points for Discussion Board postings each week. Each entry is worth 5 points, for a total of 10 possible points each of the six weeks of your practicum (a total of 60). (NOTE: The Discussion Board postings are the same as the ones you will be doing for SED 3330. You will receive a separate rubric for the EDP 3331 segment of the course.)

2. **Summary Analysis of Practicum Experience.** At the end of the semester, you will submit a 2-3 page paper in which you summarize your experiences in the classroom to which you were assigned. More information will be provided later about this assignment. This summary is worth 20 points.

Note: EDP 3331 is one of the courses in the Teacher Education sequence that will be implementing the Unit Assessment System. Therefore, the following are requirements of all students:

1. Ownership of a license to LiveText.
2. Submission of the Preservice Practicum Teacher Evaluation to your electronic portfolio in LiveText.

Students who do not successfully complete the required performance assessment will earn less than a C for the course.

A Note About Grades: One of the ideas we will discuss during this course has to do with the importance of giving students control over their own learning. One way to do that is to give students the opportunity to improve by doing work over. When you learned to drive a car, it took many attempts for you to become proficient. If you had been required to pass a driver's exam after that first lesson, you might not have done so well. The same thing can be applied to learning concepts. If you don't master them the first time, you might do much better if given another chance. Therefore, you may do work over in this class for partial credit. If you redo an assignment you will receive a grade that is calculated as follows: 25% of the grade on your first try, and 75% of the grade on your second attempt. Here's an example:

Total points possible: 10	Grade on first assignment: 6	
	Grade on second attempt: 9	
	Your grade would be:	6 x .25 = 1.5
		+ 9 x .75 = <u>6.75</u>
	Revised grade:	8.25

Revisions for all assignments are due no later than one week after the assignments are handed back by the instructor.

SUMMARY OF POSSIBLE POINTS (in-class & practicum):

Your grade in this course will be based on a criterion-referenced scale (see the grading scale listed below). You will be able to monitor your own progress.

Assignment	Possible points
Process Journals/Discussion Board	60 points
Responses to Readings (10 @ 10 points each)	100 points
Case Studies (3 @ 25 points each)	75 points
Summary Analysis	20 points
Final Exam	50 points
Activities/participation/portfolio	50 points
Attendance	50 points
Total possible	405 points

Final grade will be determined by summing all points earned on all assignments, but is contingent upon a passing mark during practicum. If the practicum portion is awarded a failing grade, your final grade may be an F or an Incomplete.

IMPORTANT: No assignments will be accepted after the last day of class.

Grading scale:

A = 372-405	92%-100%
B = 332-371	82-91%
C = 291-331	72-81%
D = 251-290	62-71%
F = 251 or below	

EXTENSIONS: Due dates are set to balance the class work and allow me adequate time to review and return materials, so you are expected to meet these deadlines. Ten percent of the assignment grade will be deducted for each day that an assignment is late, and no assignment will be accepted after one week. Since emergencies do occur, extensions may be given for them if requested **before** the assignment's due date. However, should a pattern of lateness emerge, you may not be given extensions on your work and such lateness may result in lower grading in fairness to others who do complete their work on time.

ETHICAL STANDARDS: Each of you is expected to exhibit the highest personal and professional standards which reflect the objectives of Eastern Illinois University and the teaching profession. Should you need help with any foundation skills (e.g. writing, resources, public speaking) see me and I will help you seek that assistance. Should any student violate standards of academic honesty, he/she will be held accountable through Eastern Illinois University procedures.

SPECIAL NEEDS: If you have a disability and wish to receive academic accommodations, please let me know so that adjustments can be made to classroom and instructional procedures.

TENTATIVE SCHEDULE

Date	Topic	Readings
August 22	Introduction to the course Chapter 1--Effective Teaching	pp. 4-15
August 24	Chapter 1--Research in Education Chapter 2—Introduction to Development; The Brain <i>Co-op groups will meet</i> Reading Response Chapter 1 due	pp. 15-28 pp. 33-39
August 25	Chapter 2—Cognitive Development—Piaget and Vygotsky Reading Response Chapter 2 due	pp. 39-55 (pp. 56-62 optional)
August 29	Chapter 3—Social Development—Erikson, Bronfenbrenner Baumrind, Effects of Divorce, Parent involvement <i>Co-op groups will meet</i>	pp. 67-73 pp. 74-81
August 31	Chapter 3—Peers, Social Skills, Emotional Development; Moral Development—Kohlberg and Gilligan Reading Response Chapter 3 due	pp. 81-93 pp. 93-100
Sept. 5	Chapter 4—Intelligence and IQ; Dealing with Differences: Ability Grouping, Learning Styles Reading Response Chapter 4 (in class)	pp. 104-129
Sept. 7	Case Study One—Chapters 1-4 (first 1.5 hours) Introduction to Chapters 7-10—Learning Theories	pp. 209-212
Sept. 12	Chapter 7: Behavioral Theory of Learning <i>Co-op groups will meet</i>	pp. 212-225
Sept. 14	Chapter 7: Social Cognitive Theory of Learning Reading Response Chapter 7 due	pp. 226-239
Sept. 15	Chapter 8: Cognitive Theories of Learning: The Information Processing Approach Reading Response Chapter 8 (in class)	pp. 246-276
Sept. 19	Chapter 9: Complex Cognitive Processes Reading Response Chapter 9 due	pp. 281-309
Sept. 21	Chapter 9: Complex Cognitive Processes	

	continued <i>Co-op groups will meet</i>	
Sept. 22	Chapter 10: Social Constructivist Approaches to Learning Reading Response Chapter 10 due	pp. 313-335
Sept. 26	Chapter 10: Social Constructivist Approaches to Learning, continued	
Sept. 28	Case Study Two—Chapters 7-10 (first 1.5 hrs.) Co-operative Learning Group Presentations	
October 3	Co-operative Learning Group Presentations	
October 5	Chapter 13: Theories of Motivation <i>Co-op groups will meet</i>	pp. 413-431
October 6	Chapter 13: Facilitating Adaptive Motivation Reading Response Chapter 13 (in class)	pp. 431-441
October 10	Chapter 15: Nature and Types of Standardized Tests	pp. 487-515
October 12	Chapter 15: Issues in Standardized Testing Reading Response Chapter 15 due	
October 17	Case Study Three—Chapters 13 and 15 (first 1.5 hrs.) Wrap Up <i>Co-op groups will meet</i>	
October 19	Preparation for Practicum	
October 20	Preparation for Practicum	
October 23- December 8	Practicum	
November 3	Seminar Day #1 (TBA)	
November 17	Seminar Day #2 (TBA)	
December 8	Seminar Day #3 Wrap Up Receive Take-Home Final Exam	

Final Exam:

The final exam will be comprehensive. It will assess your mastery of the major concepts taught in this course.

PRACTICUM SYLLABUS

The following information includes the policies and procedures related to the practicum in SED 3330/EDP 3331.

Brief Description of Practicum:

- You will be assigned a secondary school & cooperating teacher(s) by the SED practicum coordinator
- Your placement will be made according to your major and minor content area
- This experience is to provide you with pre-service teaching experiences; therefore, the expectation is that you will complete duties similar to student teachers
- You are required to complete the practicum assignments through the process of observing classes, completing pre-teaching duties, and interviewing individuals in the school
- You should strive to complete the duties listed on the **CHECKLIST OF CLASSROOM DUTIES** in the SED 3330 Assignment Book

Practicum Contract:

- All students enrolled in the practicum are required to sign the Practicum Contract
- The Practicum Contract states your agreement to follow all practicum procedures and policies
- This contract will be issued to you by your SED 3330 instructor

Practicum File:

- All students enrolled in the practicum will have a practicum file in the Secondary Education Office
- This file will contain all practicum relevant documents (ie. Practicum Contract, Clinical Hours Calculation Worksheet, Absence Verification from Practicum, Cooperating Teacher Feedback Forms, Cooperating Teacher Practicum Evaluation)

Practicum Attendance:

- You are required to attend your practicum for the entire scheduled time period every day that your school is in session, except on practicum seminar days.
- The practicum is scheduled to begin October 23rd and end December 8th. You are not required to attend during EIU's Thanksgiving Break (Nov. 20th-24th).
- You are required to attend three mandatory seminars with your instructor/supervisor during the practicum. See the tentative course schedule for the dates of the seminars.
- Request a copy of the school calendar so that you are aware of any early dismissal days or days off.
- If your school holds parent/teacher conferences or standardized testing (Prairie State/ACT, ISAT) during your time there, you are still to attend on those days.

You are only to participate in the conferences/testing if your teacher allows it. Otherwise, you should spend your time preparing lessons/materials or doing other tasks for your teacher on those days.

- If an absence must occur, it is your responsibility to make up all hours missed.
- An absence will only be excused if the Absence Verification Form is accurately completed and submitted to your instructor. No absence will be excused without all required signatures and documentation. Absences are excused at the discretion of instructors.
- Unexcused absences and/or “no calls, no shows” from the practicum or a seminar day will result in your SED 3330/EDP 3331 course grade dropping one letter per absence.

Clinical Experience Record:

- Print your Clinical Experience Record off of WebCT before the first day of practicum
- Document your minutes/hours daily
- Have your cooperating teacher initial it daily and sign it weekly
- If you are working with two teachers, they should both initial/sign

Practicum Seminars:

- Three mandatory seminars will occur throughout the practicum
- Seminars will occur on campus with your SED 3330/EDP 3331 instructors and practicum supervisor
- See practicum schedule for seminar dates

Transportation:

- Some of you will be arranged in car pool groups for traveling
- If you are a rider, make sure you share expenses for transportation
- All members of the car pool group must arrive on time
- Get the phone numbers of all members in your car pool group
- Have a central meeting place

EIU Panther Card:

- Your Panther Card must be displayed from the waist up on a daily basis
- Purchase a clear ID holder that can be used to display it

Practicum Supervision:

- Your supervisor will visit you a minimum of 2 times (one initial visit and one graded visit)
- Check the supervision schedule/calendar on WebCT to see when you will be visited
- Check your WebCT mail daily for messages from both of your instructors

- On the days that your supervisor visits, you should be taking an active role in the classroom
- Be prepared to give your supervisor a copy of your lesson plan on any day that they are visiting
- Supervisors should be given a copy of your lesson presentation lesson plan one week before they are scheduled to evaluate it

Evaluation of Practicum Performance:

- Your practicum performance will be evaluated by your cooperating teacher and your practicum supervisor
- Cooperating teachers will complete a feedback form regarding your performance during weeks 2 and 4 of the practicum. Those feedback forms will be reviewed by SED/EDP instructors.
- Cooperating teachers will complete an overall practicum evaluation during week 6 of the practicum. The data from this evaluation is used to rate your practicum performance on Live Text.
- Practicum supervisors will evaluate at least one lesson that you teach. It is recommended that this lesson be taught during weeks 3-5 of the practicum. Make arrangements with your cooperating teacher and the AV specialist to have this lesson videotaped. **NO TAPING IS ALLOWED IN THE CHARLESTON SCHOOL DISTRICT.** After the lesson, watch your tape and complete the self-evaluation. Make an appointment with your practicum supervisor to review your performance. Bring your completed self-evaluation to the appointment. (See pgs. 25-28 of SED 3330 Assignment Book for lesson presentation rubrics.)

Professionalism:

- Developing a professional attitude and demeanor is an integral part of your responsibilities as a pre-service teacher. The impression you make on the administration and faculty is of utmost importance. This requires that you dress appropriately and act in a professional manner. It is appropriate that you wear clothing that will set you apart from the students in the middle/junior high or senior high school where you visit. You are in the schools as a pre-service teacher, not as a student.
- Professional Dress/Demeanor - The following is a list of guidelines that you should follow.
 - Blue jeans, t-shirts, sweatshirts, and other casual clothing are not appropriate
 - Your clothing should be neat and clean and reflect a mature and professional attitude
 - Your clothing should be conservative (low rise pants and short tops that are revealing should be avoided)
 - Shoes should appear professional (gym shoes are only appropriate in a PE setting; no flip flops)
 - Multiple earrings and body piercing accessories should be removed prior to your visit to the school

- When possible, tattoos should be hidden
- You should be prompt and present for the entire time you are scheduled
- Do not bring cell phones, pagers, and other personal technology devices into the building
- Behavior that presents you as a positive role model for the school is expected
- Unprofessional Acts/Demeanor will result in a failing grade in SED 3330/EDP 3331. The following is a list of unprofessional behavior; this is only a partial list and does not include all behavior that can result in a failing grade.
 - Wearing obscene or revealing clothing
 - Participating in inappropriate physical contact with a student
 - Being under the influence of drugs or alcohol
 - Refusing to complete practicum duties requested by your cooperating teacher or practicum supervisor
 - Using offensive or demeaning language
 - Tardiness
 - Absenteeism
 - Participating in personal tasks or EIU duties (i.e. homework, studying, WebCT) that are not related to the practicum while on site
 - Failure to abide by practicum school/building policies

WebCT Discussion Board Activities:

- You are required to make weekly postings and read your peers' postings throughout the practicum
- Not only should you make original postings, but also respond to other students; this discussion board is set up to be a mentoring tool for you
- Refrain from including teachers' and students' names due to confidentiality
- Your participation on the discussion board should be consistent and regular
- You will be awarded 30 points in SED 3330 & EDP 3331 at the end of the practicum if you have met the following expectations:
 - i. Weekly posting (minimum of 6 total throughout the practicum)
 - ii. Postings are a combination of original postings and responses to peers
 - iii. Postings are significant in content
 - iv. Read a minimum of 60 total postings from your peers

Submission of Assignments during Practicum:

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- All assignments are due by Friday at 4:30 PM in the Secondary Education Office (2147 Buzzard)
- Submit all assignments to the secretary or a student worker- get them signed and dated
- The class file box will be located in the reception area of the office for you to pick up your graded work – **DO NOT PUT UNGRADED WORK IN THE FILE BOX**

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- All assignments submitted electronically through WebCT