

# SCHOOL OF EDUCATION

## EDF 3321: Human Development and Learning

### **Course Description:**

This course is designed to cover principles of learning theories and student development and their application to teaching/learning. Self-concept, motivation, specific language and cultural needs, teaching and learning styles, learning abilities and disabilities, as well as views of intelligence and assessment are examined. Opportunities are provided to analyze teaching/learning situations and develop multiple strategies of instructional delivery. Emphasis is placed on the interaction between the role of the teacher and the needs of students at various developmental ages and stages. A minimum of 10 hours of observation/teaching specifically related to principles of learning and development are required. These competencies are based in part on the Florida Educator Accomplished Practices.

### **Course Competencies:**

**Competency # 1:** **The student will explore the best practices for teaching and learning to ensure assessment is aligned with instruction by:**

- a. describing the various methods for monitoring student progress, such as student-led conferences, portfolios, conferences, anecdotal records, rubrics, classroom tests, performance assessment, grading.
- b. identifying and discussing various methods of analyzing students' learning needs which accommodate differences, including linguistic and cultural differences.
- c. demonstrating an understanding of the use of the following best practice strategies for teaching students with wide ranges of abilities: thematic learning, classroom workshops, authentic learning experiences, small group activities, representing to learn, and reflective assessment.

**Competency # 2:** **The student will demonstrate an awareness of the need for effective communication in the classroom by:**

- a. planning and implementing classroom procedures and routines that support student learning and value student voice.
- b. exploring, discussing and describing the concepts of the major educational theorists relative to effective teaching practices across gender, ethnicity, race, sexual orientation and disabilities.

- c. observing classroom situations and describing how teachers establish and maintain a climate that promotes fairness, equity, and respect while promoting social development and group responsibility.

**Competency # 3:** **The student will begin to realize that he/she is in the initial stages of a lifelong learning process involving self-reflection by:**

- a. discussing and evaluating the research of effective schools and instruction.
- b. increasing a multicultural knowledge base through readings, films, discussions, clinical experiences, technology uses and personal reflection.
- c. listing and describing the various professional associations and support networks available for teachers interested in professional growth and development.
- d. explaining why it is important for teachers to understand the relevance of engaging in continuous self-reflection.

**Competency # 4:** **The student will become familiar with various techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students by:**

- a. identifying strategies, materials and technologies, which can be used to expand students' thinking abilities.
- b. providing examples of appropriate opportunities for modifying and adapting lessons with increased attention to the learner's creative thinking ability.
- c. discussing and analyzing approaches appropriate for use in encouraging students to develop open-ended projects and other innovative activities.
- d. developing lesson plans which demonstrate an understanding of the importance of creativity and higher-order thinking skills.

**Competency # 5:** **The student will demonstrate knowledge of the importance of establishing a supportive and nurturing environment that accepts and fosters diversity by:**

- a. discussing the importance and responsibility of teachers accepting and valuing students from diverse cultures and linguistic backgrounds and treating all students equitably.
- b. describing and identifying the differentiating characteristics of children and youth with exceptionalities including levels of severity where applicable.

- c. describing educational needs of exceptional students and giving examples of ways of meeting those needs through curricular adaptation and teaching strategies.
- d. creating a multicultural education unit based on relevant research, core curricula, and instructional strategies for Teaching English to Speakers of Other Languages (TESOL) for placement in his/her professional portfolio.

**Competency # 6:**

**The student will realize the importance of maintaining a work ethic centered around professionalism and ethical practices by:**

- a. discussing examples of educators complying with local, state, provincial, and federal monitoring and evaluation requirements.
- b. identifying one's own cultural biases & differences that affect one's teaching.
- c. defining the standards and citing examples in current events of adherence to codes of ethics and other standards and policies of the teaching profession.
- d. describing the role of professional educational organizations in the establishment and monitoring of ethical and professional standards of behavior.

**Competency # 7:**

**The student will demonstrate an understanding of the connection between planning instructional activities and using development/learning theories and other student information by:**

- a. examining the historical perspectives of human development including the notions of “children as miniature adults” (medieval/Renaissance), “tabula rasa” (John Locke), “the child as a noble savage” (Rousseau), “phylogeny and ontogeny” (Darwin), “intelligence testing and individual differences” (Albert Binet), and the theory of cognitive development through various stages (James Mark Baldwin), and discussing their relevance in today’s world.
- b. exploring, discussing, and describing the major aspects of sensory/perceptual motor integration during early childhood, and school age years.
- c. describing the strengths and weaknesses of various theories such as: Bandura’s, Bruner’s and Piaget’s theories of cognitive development, Watson’s and Skinner’s Behaviorism, Vygotsky’s Sociohistorical (constructivism) theory, Eriksons’ theory of psychosocial development, Konrad Lorenz’s Ethological theories of development, and Arnold Gesell’s Maturational

theories of development, and analyzing their relevance in today's world.

- d. providing examples of the processes of thinking, acquiring or constructing knowledge, the nature of meaning, and problem solving.

**Competency # 8:**

**The student will begin to demonstrate an understanding of the subject field and the teaching profession by:**

- a. identifying environmental influences on behavior, creating positive influences during clinical experience hours.
- b. demonstrating the ability to identify the characteristics of positive learning climates and apply them to school and classroom settings.
- c. identifying the various theories and approaches to understanding the nature of intelligence, and demonstrating an ability to develop lesson plans relative to each approach.
- d. describing the principles of motivational theory including the behavioral, humanistic; social learning and cognitive approaches as well as associated strengths and weaknesses.
- e. developing educational strategies in keeping with the expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive).
- e. exploring, discussing and describing the history of their discipline including knowing the contributions that diverse cultural groups have made to the profession.

**Competency #9:**

**The student teacher will demonstrate knowledge of the importance of establishing effective learning environments by:**

- a. developing a plan for establishing and enforcing standards for classroom conduct as well as routine procedures for (a) maximizing on-task behaviors, (b) increasing safety and security, (c) maintaining acceptable standards of decorum among students, school personnel, and visitors to the school campus.
- b. explaining fundamental classroom management principles associated with recognized theorists such as, but not limited to, Jacob Kounin, Frederic Jones, Haim Ginott, William Glasser, Rudolph Dreikurs, Lee Canter.
- c. identifying behavioral viewpoints and applications regarding the teaching/learning process including, but not limited to, Pavlov, Watson, Guthrie, Skinner, Thorndike, Bandura, Bruner, Ausubel, and Rogers.

- d. acquiring a variety of methods and strategies that can be used in diverse aspects of instruction, developed in lesson plan format and later applied in the field component.
- e. knowing the meaning of (and role playing) the following terms and understanding them in context: "extinction," "alternative behavior patterns," "shaping," "fixed interval schedule," "fixed ratio schedule," "intermittent schedule," "cuing," "generalization," "discrimination," "modeling," and "satiation."

**Competency # 10:** **The prospective teacher will demonstrate knowledge of various aspects of planned instruction incorporating motivational strategies and multiple resources for providing comprehensible instruction by:**

- a. identifying and applying the components of an effective behavior management system for the classroom (i.e., rules, procedures, preventions, and interventions).
- b. selecting appropriate interventions based on the analysis of students' behaviors and situations, evaluating their use with individuals and groups.
- c. explaining how the concepts of thinking at various age levels espoused by major developmental theorists can be used in the classroom.
- d. developing lesson plans using an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- e. developing a personal philosophy of classroom environment and management.
- f. demonstrating the ability to suggest two models of teaching that could be used by teachers for their own personal growth and improvement.
- g. creating an in-service presentation describing at least five (5) ways in which teachers could improve the teaching and learning in their classrooms.
- d. demonstrating their ability by role-playing to use professional language accurately, and to explain educational ideas in clear and accurate terms.

**Competency #11:** **The student will develop an awareness of technology that can be used to extend the capabilities of all students and will demonstrate knowledge of the contributions technology can make to student learning by:**

- a. selecting and utilizing educational software for instruction and management purposes.
- b. identifying and describing ways technology (including assistive technology) can be utilized for instructional and classroom management purposes.
- c. demonstrating the ability to select and utilize appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.
- d. explaining and analyzing the various social and ethical issues involved in the use of technology.

**Competency # 12:** **The student will develop an awareness of the importance of communicating and working cooperatively with families and colleagues to improve the educational experiences at the school by describing the ways in which schools and both limited English proficient and English proficient parents can encourage competent learning and critical thinking.**