

COURSE OUTLINE **Teaching and Learning Processes**

Course Description

ED 270. Teaching and Learning Processes. 3 hours credit. The course will enable the student to examine various theories related to human development, learning, intelligence, motivation, and assessment, as well as their corresponding approaches to teaching. The student will develop an understanding and appreciation for the diverse learning needs of students, as well as the skills necessary for effectively teaching to multiple learning styles.

Course Relevance

This course is designed to develop teachers who are adept at recognizing and responding to the developmental and intellectual needs of their students. Specifically, the student will reflect critically concerning the behaviors, attitudes, and actions manifested by effective teachers of academically and developmentally diverse populations and consider how this information can be applied to the teaching environment.

Required Materials

Cauley, K.M., & Pannozzo, G.M. (Eds.). (2008). *Annual editions: Educational psychology, 07/08*. Dubuque, IA: McGraw-Hill Contemporary Learning Series

Mendler, A. (2000). *Motivating students who don't care: Successful techniques for educators*. Bloomington, IN: Solution Tree.

Ryan, K., Cooper, J.M., & Tauer, S. (2008). *Teaching for student learning: Becoming a master teacher*. Boston: Houghton Mifflin.

Recommended Materials

Bowman, S. (2005). *How to give it so they get it: A flight plan for teaching anyone anything and making it stick*. Glenbrook, NV: Bowperson Publishing Company.

Janesick, V. J. (2006). *Authentic assessment: Peter Lang primer*. New York, NY: Peter Lang Publishing, Inc.

Learning Outcomes

The intention is for the student to be able to:

1. Examine the issues of development, the social forces affecting children and adolescents, and the personal and social skills needed to cope with school learning and developmental tasks
2. Recognize the characteristics of diverse learners and develop classroom strategies to meet their differing needs

3. Apply various theories of learning, instruction, and assessment to the development of classroom techniques that diagnose learning, motivate students to learn, and improve instruction

Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill:

Analytical Thinking Skills

1. Critical thinking

- Through class discussion, writing assignments, interviews, group projects, peer- and self-critiquing, research, development of an individualized learning plan, and classroom field experience, the student develops critical analysis of the factors related to teaching and learning processes.

Major Summative Assessment Task(s)

The learning outcomes and the Learning PACT skills will be demonstrated by:

1. Development of an electronic portfolio that includes:
 - A. Comprehensive interviews with a student, his/her parent(s)/caregiver(s), and his/her teacher(s) to identify specific developmental characteristics and learning needs.
 - B. An individualized learning plan for the above student, based upon interview results, with
 1. Ways for building teacher-student connections
 2. Suggestions for creating mind-body connections
 3. Motivation strategies for learning and promoting positive behavior
 4. Ideas to support healthy social, emotional, and intellectual development
 5. Teaching methods and assessment techniques to promote academic success
 6. Modifications to the above plan for creating a classroom learning plan that meets the varying needs of a diverse student population

Course Content

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Social, emotional, and intellectual development
 - B. Motivation for learning and positive behavior
 - C. Teaching and learning processes for diverse populations
 - D. Assessment for effective learning
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Recognizing classroom practices that promote social, emotional, and intellectual development among diverse student populations
 - B. Discovering effective processes for motivating students
 - C. Understanding individual differences among learners
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Motivation
 - B. Assessment
 - C. Development
 - D. Learning processes

- E. Teaching practices
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Explore learning theories and their related teaching processes
 - B. Evaluate academic and behavioral motivation techniques
 - C. Design formal, informal, and authentic assessment techniques based upon the intellectual and developmental needs of students
 - D. Develop an individualized learning plan based upon the academic, social, and developmental needs of the learner

Learning Units

- I. Teaching academically diverse learners
 - A. What is intelligence
 - 1. General intelligence: IQ
 - 2. Triarchic theory of intelligence
 - 3. Multiple intelligences theory
 - 4. Definition of intelligence and the gifted and talented
 - B. Learning styles
 - 1. VAK: visual, auditory, and kinesthetic
 - 2. Kolb's learning styles model and experiential learning theory (ELT)
 - 3. Teaching students with diverse learning styles
 - C. Differentiated instruction
 - 1. Addressing intelligences and learning styles
 - 2. Managing differentiated instruction
- II. Key principles of learning
 - A. Behaviorist theories
 - 1. Classical conditioning
 - 2. operant conditioning
 - 3. Behaviorist influences in the classroom
 - 4. Evaluation of behaviorism
 - B. Cognitive theories
 - 1. Piaget's theory of cognitive development
 - 2. Vygotsky's sociocultural perspective
 - 3. Constructivism: applying cognitive theories
 - 4. Evaluation of cognitive theories
 - C. Social learning theory: combining behaviorism with cognition
 - 1. Evaluation of social learning theory
 - 2. Behaviorism and cognition
- III. Motivating students
 - A. Reasons students are unmotivated
 - B. Five key processes that motivate
 - 1. Emphasizing effort
 - 2. Creating hope
 - 3. Respecting power
 - 4. Building relationships

- 5. Expressing enthusiasm
- C. The challenge of changing lives

IV. Assessment practices

- A. Standards, assessment, and critical thinking
- B. Issues related to assessment
- C. Authentic assessment

Learning Activities

Learning activities will be assigned to assist the student to achieve the intended learning outcomes through mini lectures, podcasts, instructor and student led discussions, internet searches, group activities, projects, comprehensive interviews, and other activities at the discretion of the instructor.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: group discussion, comprehensive student projects and interviews, student presentations, class participation, development of an individualized learning plan, and other methods of evaluation employed at the discretion of the instructor.