



Credit Hours: 3

Catalog Course Description:

Physical, social, emotional, and mental development of the human from birth to maturity. Includes basic theories of learning including behaviorism, constructivism, and humanism along with theories of motivating and facilitating learning processes in social settings.

How Program Site Will Be Incorporated into the Course:

International site will allow for practical understanding of the differences in topics identified in the Unit/Topic portion of the syllabus. Specifically: Learner differences, cultural differences, and diversity.

Prerequisites: FOED 1110 recommended – not required

Textbook(s) and Other Courses:

Educational Psychology by Anita Woolfolk 10th Edition; TK20 system.

I. Week/Unit/Topic Basis:

- Week 1:** Educational Psychology; Cognitive Development; Personal & Social; Learner Differences, Culture and Diversity
- Week 2:** Behavioral Views of Learning; Cognitive Views of Learning; Constructive Views of Learning; Motivation in Learning and Teaching
- Week 3:** Engaged Learning; Creating Learning Environments; Teaching for Learning; Standardized Testing; Classroom Assessment and Grading

II. Course Objectives:

- A. Contrast a variety of learning theories related to human development, recognizing age-level characteristics and appropriate tasks developed during each.
- B. Identify the significance of individual differences among children and relate such differences to appropriate instructional levels.
- C. Summarize the influence that various family, social, and other groups have on the social, philosophical, psychological, and ethnic development of children.
- D. Compare several learning theories in terms of philosophy, sociological development, and teaching/learning concepts embodied in the theories.
- E. Identify the importance of planning, motivation, classroom management, and reinforcement in the teaching/learning process.
- F. Recognize those factors contributing to the cultural setting in which the teacher functions.
- G. Differentiate general techniques necessary to effective teaching as related to theories.

III. Instructional Processes:

Students will:

1. Actively participate in teacher led discussion about topics identified in unit topics.
2. Be responsible for readings assigned from the text and outside sources.
3. Complete a field experience placement in a public school setting upon return to home campus by the completion of Fall 2012 semester.
4. Be responsible for completion of class activities and assignments throughout the course of study.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Contrast a variety of learning theories related to human development, recognizing age-level characteristics and appropriate tasks developed during each. (A)
2. Identify the significance of individual differences among children and relate such differences to appropriate instructional levels. (B)
3. Summarize the influence that various family, social, and other groups have on the social, philosophical, psychological, and ethnic development of children. (C)
4. Compare several learning theories in terms of philosophy, sociological development, and teaching/learning concepts embodied in the theories. (D)
5. Identify the importance of planning, motivation, classroom management, and reinforcement in the teaching/learning process. (E)
6. Recognize those factors contributing to the cultural setting in which the teacher functions. (F)
7. Differentiate general techniques necessary to effective teaching as related to theories. (G)

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

- A. Testing Procedures: Two written tests will be given – essay format.
- B. Research Paper: N/A
- C. Other Evaluation Methods: Participation in class activities, including discussion. Individual and group assignments will be made throughout the course. Field Experience will be graded cooperatively by course instructor and participating public school teacher.
- D. Grading Scale:

92-100	= A
89-91	= B+
82-88	= B
79-81	= C+
72-78	= C
65-71	= D
Below 65	= F

VI. Policies:

A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Multiple unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

VII. Instructional Hours:

This course will consist of a minimum of 37.5 full hours of formal instruction. Excursions related to the curriculum will also be a part of the course of studies.