



# LAMAR UNIVERSITY

*Lamar University*  
*College of Education and Human Development*  
*Department of Teacher Education*



The CONCEPTUAL FRAMEWORK of the Lamar University Educator Preparation Program illuminates the vision of the faculty as they are engaged in teaching, research and service. The undergraduate and graduate programs utilize a variety of delivery systems to prepare educators and leaders for a changing world by requiring them to demonstrate core knowledge, content proficiency, pedagogical techniques and strategies, communication and leadership skills, technological and analytical abilities, and professional dispositions. Lamar University educator preparation candidates develop habits of mind needed for “lifelong learning” and respond to the ever changing diverse needs of EC-12 students and the schools that serve them.

## **Human Development and Learning**

PEDG 3300 (#11415)

*Fall 2017*

TR 11:10am-12:30pm

Room: EDU 102

**Instructor: Julia H. Yoo, Ph.D.**

Contact information:

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Office Location: EDU, Room# 222

Office Hours: 8am-1pm on Wed. or 8am-

11am on Thu. or by appointment on Tue.

### **Course Description:**

The course focuses on human development and appropriate learning and teaching theories. Developmental theories and issues as well as psychological principles involved in education, with emphasis on learning theories and the practical application of psychological principles to learning and teaching, are the focus of this course. This is a field-based class, with time allotted to spend in a public school setting. This course of study facilitates excellence in teaching by bridging the gap between theory and application.

**Prerequisites:**

Junior standing; Meet all requirements for Pre-Admission to Teacher Education; C or better course grade from PEDG2310

**Required Text and Other Instructional Materials:****Textbook**

Santrock, J. W. (2017). *Educational Psychology (6<sup>th</sup> Ed.)*. Boston, MA: McGraw Hill. ISBN: 1259966704

**Tk20 Policy**

Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required key assessments, projects, work samples, applications for field experience; professional testing and certification recommendations will be collected, processed or archived through the Tk20 secure portal. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as part of an educator preparation program. The user account may be utilized for seven years from the activation date. Attaching certain assignments or "artifacts" will be a required part of this course. Please refer to the Tk20 online tutorials for guidance. Visit the Tk20 homepage at <http://www.tk20.com>. Click on "support." This will take you to a list of frequently asked questions, as well as tutorials that cover common problems (use the Tk20 CampusTools HigherEd help site link and go to "student tutorials"). If you continue to experience problems, please contact your Tk20 Unit Administrator at 880-2126. **You cannot complete this course successfully until all TK20 assignments are attached to your Tk20 binders.**

**Course Goals and Learning Objectives:**

The purpose of this course is to give you a solid foundation of theories in learning and motivation that inform learning and teaching strategies. When you have completed the course, you will be able to:

1. Explain how behaviorist, cognitive, social cognitive, and information-processing approaches are applied in learning.
2. Relate learning theories to yourself as a learner through examples and scenarios.
3. Discuss how intelligence, culture, socioeconomic status, and gender affect learning.
4. Demonstrate an understanding of how diversity in the classroom and community affect learning and how to create a culturally responsive classroom environment.
5. Demonstrate an understanding of factors that affect students' motivation to learn.
6. Describe the effects of human development processes on the design of developmentally appropriate instruction.
7. Apply principles of effective instruction and design outcome-oriented learning experiences.
8. Discuss the role of evaluation and assessment in teaching.
9. Demonstrate an understanding of different types and processes of research in education.
10. Apply learning theories by engaging in systematic observations and practice of activities that will inform effective classroom teaching practices.

## **Educator Preparation Standards Addressed:**

Great care has been taken to assure students that the subject matter of this course is authoritative and consonant with the State Board for Educator Certification. The content of this course is specified in the form of standards that subsume objectives calling for knowledge, applications, and dispositions. You should become familiar with these statements, which should guide you in your quest for learning. These objectives have been selected to equip you to teach the Texas Essential Knowledge and Skills (TEKS) curriculum. TEKS can be downloaded from the Teacher Education Agency site, [www.tea.state.tx.us](http://www.tea.state.tx.us).

The objectives coded below stipulate content for this course. A complete list of the TExES standards for the Pedagogical and Professional Responsibilities (PPR) and for all of the individual content areas is accessible on the College of Education and Human Development website, [www.lamar.edu](http://www.lamar.edu), or the State Board for Educator Certification, [www.tea.state.tx.us](http://www.tea.state.tx.us).

## **Professional Development (PPR) Standards:**

**Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.**

The beginning teacher knows and understands:

- 1.2k the implications of students' developmental characteristics for planning appropriate instruction.
- 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs.
- 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners.
- 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning.
- 1.11k current research on best pedagogical practices.
- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate.
- 1.13k the importance of developing instructional goals and objectives that can be assessed.
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs.
- 1.19k the importance of designing instruction that reflects the TEKS.
- 1.25k the role of assessment in guiding instructional planning.
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives.
- 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies.
- 1.28k the role of technology in assessing student learning.
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction.
- 1.31k how to analyze data from local, state, and other assessments using common statistical measures.

**Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.**

The beginning teacher is able to:

- 2.1s interact with students in ways that reflect support and show respect for all students.
- 2.21s respect students' rights and dignity.

**Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.**

The beginning teacher knows and understands:

- 3.1k the importance of clear, accurate communication in the teaching and learning process.
- 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts.
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations.
- 3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding.
- 3.9k strategies and techniques for using instructional groupings to promote student learning.
- 3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts.
- 3.12k characteristics of effective feedback for students.
- 3.13k the role of timely feedback in the learning process.
- 3.14k how to use constructive feedback to guide each student's learning.
- 3.15k the significance of teacher flexibility and responsiveness in the teaching/learning process.
- 3.16k situations in which teacher flexibility can enhance student learning.

**Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.**

The beginning teacher knows and understands:

- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts.
- 4.17k the importance of adhering to required procedures for administering state- and district-mandated assessments.

The beginning teacher is able to:

- 4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge.
- 4.8s communicate effectively and appropriately with other educators in varied contexts.
- 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals.

**Technology Standards:**

*Standard IV: All teachers communicate information in different formats and for diverse audiences.*

The beginning teacher is able to:

- 4.1s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports, to create effective document files for defined audiences.

## Course Content Outline

- I. Educational Psychology (TExES PPR Standard 1.11)
  - A. Exploring Educational Psychology
  - B. Effective teaching
  - C. Research in Educational Psychology
  
- II. Learner Differences (TExES PPR Standards 1.3, 1.4, 1.5, 1.11)
  - A. Intelligence
  - B. Learning and thinking styles
  - C. Personality and temperament
  - D. Culture and ethnicity
  - E. Gender
  - F. Exceptional learners
  
- III. Theories of Behaviorist, Social Cognitive, Cognitive, and Constructivist Approaches (TExES PPR Standards 1.4, 3.8, 3.15, 3.16)
  - A. Behavioral approaches to learning
  - B. Social cognitive approaches to learning
  - C. Information-processing approach
  - D. Metacognition
  - E. Concept learning
  - F. Problem solving
  - G. Transfer
  - H. Social constructivist approaches to learning
  
- IV. Planning, Instruction, and Technology (TExES PPR Standards 1.2, 1.11, 1.12, 1.13, 1.14, 1.19, 3.2, 3.7, 3.9, 4.4)
  - A. Planning
  - B. Teacher-centered lesson planning and instruction
  - C. Learner-centered lesson planning and instruction
  - D. Technology and education
  
- V. Motivation (TExES PPR Standards 1.4, 1.11, 3.10)
  - A. Achievement motivation
  - B. Extrinsic versus intrinsic motivation
  - C. Attributions and beliefs
  - D. Achievement Goal Theory
  - E. Self-efficacy
  - F. Hard-to-read, low-performing students
  
- VI. Assessment (TExES PPR Standards 1.11, 1.13, 1.19, 1.25, 1.26, 1.27, 1.28, 1.30, 1.31, 4.17)
  - A. Standardized testing
  - B. Reliability and validity
  - C. Computers in assessment
  - D. Traditional assessments
  - E. Alternative assessments
  - F. Marking/reporting systems

## INSTRUCTIONAL ACTIVITIES AND ASSESSMENT

### Field-Based Activities

You will be required to spend a total of 15 field hours in a public school setting in order to earn your grade for this course. Field placement assignments will be announced early in the semester. You will need to make arrangements with your mentor teacher for your field hour schedule. There are multiple documentations you need to upload onto TK20 to fulfill your field-based requirements, including a liability insurance verification form. Further detail will be discussed in class.

### Tests

You will take **four** exams to demonstrate your mastery of the material covered. Each exam will test material covered in the assigned textbook chapters, as well as in class lectures and class activities. These exams will not be cumulative.

### Self-Analysis Survey

It is crucial to reflect your own teaching to become an effective teacher. You will complete your reflection survey twice (before and after your field hours). Further detail will be discussed in class.

### TExES Portfolio (PPR Binder)

The topics covered in this course are included in the TExES Pedagogy and Professional Responsibilities (PPR) exam. In order to begin helping you prepare for this certification exam, you will be keeping your notes, handouts, and assignments in a binder. This binder will have a section for each competency covered on the exam. Materials should be placed in the relevant section for future reference. A binder protocol and rubric are posted in blackboard under PPR Binder.

### Trainings for Educators

You are expected to complete multiple training sessions for educators, such as mental health, substance abuse, and suicide prevention training for educators in public schools. Further detail will be discussed in class.

### Evaluation and Grading

A summary of each of the assignments, along with the percentage weight each has on the final grade, for the course:

Field Based Activities	40%
- Reflection Paper (20%)	
- Classroom Activity Report (2 reports @ 5% each)	
- Self-Analysis Survey (2 surveys @ 5% each)	
Tests (exam 1 & 2 @ 10% each; exam 3 & 4 @ 15% each;)	50%
TExES PPR Binder/Activity	5%
Trainings for Educators	<u>5%</u>
Total	100%

### **Grading Scale**

A = 90% - 100%  
B = 80% - 89%  
C = 70% - 79%  
D = 60% - 69%  
F = Less than 60%

## COURSE POLICIES

### **Attendance & Tardiness**

Students are required to be present for the full class session and no points will be taken off for **two absence. Additional absences will result in a one letter grade reduction in your final course grade, per absence.** It is students' responsibility to sign in at the beginning of each class. Students who are late and/or leave early will receive a partial absence. \*Please note that this attendance policy will not be applied for Harvey victims in the month of September.

### **Blackboard**

Class announcements, notes, and other course materials will be available on Blackboard. Thus, it is important to consult this site daily, especially when the class does not meet on campus and students are out in the field.

### **Course Assignment**

All course assignments should be turned in on time. Prompt feedback will not be guaranteed for late assignments, and late penalties may apply. **You, the student who is taking this course, are responsible for keeping a backup copy of every assignment you turn in.**

### **Class Participation**

Because the success of the class will depend heavily on the contribution of each class member, students are expected to actively participate in class discussion and activities. Active participation means being present, having read the material before class and be able to make contributions in the form of questions or comments to further the discussion when possible.

**Sexual Harassment:** In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in the course must conform to the university policy.

**Drop/Add/Withdraw:** It is the student's responsibility to make sure you are officially enrolled in this course. If at any point, you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop the course will be given an "F" as the semester grade.

### **Fitness to Teach Professional Policy**

All teacher candidates in the LU Educational Preparation Program (EPP) are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of university coursework and the demonstration of important human characteristics and dispositions that all teachers should possess. Teacher candidates should be aware that satisfying the curriculum and testing requirements alone does not qualify a candidate for recommendation by Lamar University (LU) to the State of Texas for teaching certification. Teacher candidates are required to read, acknowledge and agree to adhere to the Lamar University Fitness to Teach Professional Policy that can be found on the COEHD website.

## **Student Handbook**

Students may access the Student Handbook online at <http://students.lamar.edu/student-handbook.html>.

## **Academic Honesty Policy**

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Disciplinary proceedings may be initiated against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

*Plagiarism* shall mean the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.

*Collusion* shall mean the unauthorized collaboration with another person in preparing work offered for credit.

*Abuse of resource* materials shall mean the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

*Academic work* shall mean the preparation of an essay, report, problem, assignment, creative work or other project that the student submits as a course requirement or for a grade.

Students are specifically warned against all forms of plagiarism, which include "purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm." Plagiarism is defined as, "the appropriation and the unacknowledged incorporation of another's work or ideas into one's own offered for credit" (82). Students seeking to avoid plagiarism should consult either the course instructor or the most recent addition of the *MLA Handbook for Writers of Research Papers* or the most recent addition of the *APA Style Guide*, depending on your College requirements for writing research papers. The course instructor will complete a thorough and impartial investigation of any instance of academic dishonesty. A student found guilty of academic dishonesty will be notified in writing by the instructor of the violation, the penalty, and the student's right to appeal the determination of dishonesty and/or the sanction imposed. Penalties for academic dishonesty in this course will result in either a lowered letter grade or failure of the course as determined by the instructor. The penalty may vary by instructor. For complete policy: go to <https://students.lamar.edu/academic-support/academic-policies.html>.

## **Student with Disabilities**

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room #105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For students:

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at [409-880-8347](tel:409-880-8347) or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.
- If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the DRC website, <http://www.lamar.edu/disability-resource-center/>.

### **Academic Continuity Statement**

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (<http://www.lamar.edu>) for instructions about continuing courses remotely.

### **Emergency Procedures**

**\*Be sure to update your LU Connect Account with the most current information.\***

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>

These procedures may or may not apply to you:

#### **Severe Weather:**

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

#### **Violence/Active Shooter (CADD):**

- **CALL:** 9-1-1.
- **AVOID:** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY:** Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.