ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

Student Development and Learning Principles K-12

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

|  |  |
| --- | --- |
| **Course Prefix:** | EDF 3214 |
| **Section #:** | 2778 |
| **Credit Hours:** | 3 |
| **Co-requisites:** | None |
| **Pre-requisites:** | Admission to: Secondary Science Education BS, or Educational Studies BS, or Elementary Education with Infused ESOL and Reading BS, or Exceptional Student Education with Infused ESOL and Reading BS, or Secondary Math Education BS, or Initial Certification. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Day, Time and Campus:** | Online | Enter Time | Choose an item. |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. |
| **Professor:** | Dr. Dupoux |
| **Office Hours:** | Posted | https://web.spcollege.edu/instructors/id/2481 |
| **Office Location:** | St. Pete Gibbs | TE 105B |
| **Office Phone:** | 727-341-4296 |
| **Email Address:** | MyCourses |

**ACADEMIC DEPARTMENT: College of Education**

|  |  |
| --- | --- |
| **Dean:** | Kimberly Hartman, Ph.D. |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

This course is designed to cover principles of learning and student development and their applications to learning/teaching situations. Self-concept, motivation, views of intelligence and assessment are examined with opportunities to analyze teaching/learning episodes and to develop a repertoire of teaching approaches. Emphasis is placed on the interaction between the role of the teacher and the needs and learning styles of students at various developmental ages and stages. 47 contact hours.

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**
2. The student will evaluate the issues related to physical, cognitive, emotional, social and moral development by:

a. naming the major contributors to physical, cognitive, emotional, social and moral development.

b. describing the characteristics of physical, cognitive, emotional, social and moral development.

c. analyzing the effect of student development on learning, given specific teaching/learning situations.

d. distinguishing between cognitive and affective domains using Bloom's Taxonomy.

2. The student will explain the principles and contributions of major learning theories by:

a. contrasting empiricism and rationalism.

b. listing contributors to behaviorism, Gestalt psychology, psychodynamics and developmental psychology.

c. describing principles of each of the major learning theories.

d. distinguishing between classical conditioning and operant conditioning.

e. analyzing the use and effectiveness of learning theory given a specific classroom situation.

3. The student will evaluate the issues related to self-concept, motivation, views of intelligence and assessment by:

a. stating examples of self-concept, self-esteem and self-efficacy.

b. describing the differences between extrinsic motivation and intrinsic motivation.

c. discussing the relationship of different learning theories to motivation.

d. identifying the origin and limitations of intelligence tests.

e. examining issues related to multiple intelligence and the impact on teaching/learning situations.

f. analyzing issues related to assessment of learning.

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

|  |  |
| --- | --- |
| **Textbook(s)** | Required: Durwin, C. C. (2020). *EdPsych modules 3e (loose leaf) w/interactive eBook access* (4th ed.) Sage Publications. |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

|  |
| --- |
|  Students using **eBooks** must have access to the **eBooks** during class sessions. |

1. **Supplemental Material**

|  |  |
| --- | --- |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

|  |
| --- |
| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

There are no school based hours in this course.

1. **ALL Course Assignments**

|  |  |
| --- | --- |
| **Weekly Activities****Each week students will demonstrate their understanding of the content. The activities will vary from discussions, quizzes, and/or written responses.****The details for each assignment will be posted in each module.** | **250 points** |
| **Final Project/Synthesis****Students will create a final project highlighting the major learnings from this course.** | **100 points** |
| **Total Points for Course** | **350 points** |

|  |
| --- |
| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.**If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.**Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

**C. Late Policy Assignment**

All other assignments are due on the due date, no exceptions.

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

|  |  |  |  |
| --- | --- | --- | --- |
| **Topics**  | **Readings**  | **Assignments Due by 11PM** | Points |
| **Unit One: Personal Development**  | **Review the syllabus** **START HERE Module** **Read Unit 1:** **Module 1: Using Science to** **Inform Classroom Practices** **Module 2: Contexts of** **Development**  | **Introduction Discussion** Intro is due on Tuesday, January 16th, to meet attendance and financial aid requirements.**)** | 5 |
| **Activity #1 DUE 1/23** | 20 |
| **Unit One: Personal Development**  | **Read Unit 1:** **Module 3: Social-Emotional** **Development** **Module 4: Moral** **Development**  | **Activity #2 DUE 1/30** | 15 |
| **Unit Two: The Developing Learner**  | **Read Unit 2:** **Module 5: Brain Development**  | **Discussion Activity #3: Didyano DUE 2/6** | 20 |
| **Unit Two: The Developing Learner**  | **Read Unit 2:** **Module 6: Cognitive** **Development** **Module 7: Language** **Development**  | **Activity #4 DUE 2/13**  | 20 |
| **Unit Three: Learning Theories**  | **Read Unit 3:** **Module 8: Behavioral** **Learning Theories**  | **Activity #5 Quiz DUE 2/20** | 20 |
| **Unit Three: Learning Theories**  | **Read Unit 3:** **Module 9:** **Social-Cognitive Theory** **Module 10: Information** **Processing**  | **Activity #6 DUE 2/27** | 20 |
| **Unit Four: Cognitive Processes**  | **Read Unit 4:** **Module 11: Metacognition** **Module 12: Transfer of** **Skills and Knowledge**  | **Activity #7 DUE 3/5** | 10 |
| **Unit Four: Cognitive Processes**  | **Read Unit 4:** **Module 13: Higher Order** **Thinking**  | **Activity #8 Quiz DUE 3/19** | 20 |
| **Unit Five: Motivation**  | **Read Unit 5:** **Module 14: Behavioral** **Theory**  | **Activity #9 Quiz DUE 3/26**  | 10 |
| **Unit Five: Motivation**  | **Read Unit 5:** **Module 15: Cognitive** **Theories**  | **Activity #10 DUE 4/2** | 20 |
| **Unit Five: Motivation**  | **Read Unit 5:** **Module 16: Self Theories**  | **Activity #11 DUE 4/9** | 20 |
| **Unit Six: Classroom Management and Instruction**  | **Read Unit 6:** **Module 18: Instruction:** **Applying Behavioral,** **Cognitive, and** **Constructivist Approaches** **Module 19: Grouping** **Practices**  | **Activity #12 Quiz DUE 4/16**    | 10 |
| **Unit Seven: Learner Differences**  | **Read Unit 7: Learner** **Differences** **Module 20: Intelligence and** **Giftedness** **Module 21: Cognitive** **Disabilities**  | **Activity #13 DUE 4/23**  | 20 |
| **Unit Eight: Assessment**  | **Module 22: Emotional, Social, and Behavioral Disorders** | **Activity #14 DUE 4/30** | 20 |
| **Final Project** | **Synthesis: Final Project**  | **Final Project DUE 5/7** | 100 |

1. **Uniform Core Curriculum / Program Learning Objectives Assignments**

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): Not mapped on UDL framework

[https://spcollegeedu-my.sharepoint.com/:x:/g/personal/caruana\_victoria\_spcollege\_edu/EUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A?CID=218f204a-39c7-e54d-71a3-008da89ee49b](https://spcollegeedu-my.sharepoint.com/%3Ax%3A/g/personal/caruana_victoria_spcollege_edu/EUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A?CID=218f204a-39c7-e54d-71a3-008da89ee49b)