

**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**

**EDF 3214**

**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.*

<b>Course Prefix:</b>	EDF 3214
<b>Section #:</b>	1342
<b>Credit Hours:</b>	Three Credits
<b>Co-requisites:</b>	None
<b>Pre-requisites:</b>	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.

<b>Day, Time and Campus:</b>	Online	Online	Online
<b>Modality:</b>	Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.		
<b>Professor:</b>	Cher N. Gauweiler, Ph.D.		
<b>Office Hours:</b>	As posted at: <a href="https://web.spcollege.edu/instructors/id/gauweiler.cher">https://web.spcollege.edu/instructors/id/gauweiler.cher</a>	Click here to enter text.	
<b>Office Location:</b>	Tarpon Springs		
<b>Office Phone:</b>	(727) 712-5420		
<b>Email Address:</b>	<a href="mailto:gauweiler.cher@spcollege.edu">gauweiler.cher@spcollege.edu</a> or through MyCourses		

**ACADEMIC DEPARTMENT: College of Education**

<b>Dean:</b>	Kimberly Hartman, Ph.D.	
<b>Office Location &amp; Number:</b>	Tarpon Springs	BB 101

**I. 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.

## II. MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES

1. 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.

## III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

### A. Required Textbooks

Textbook(s)	<u>Required</u> : Durwin, C. C. (2018). <i>EdPsych modules 3e (loose leaf) w/interactive eBook access</i> (3rd ed.) Sage Publications.
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### **Chalk & Wire**

Chalk & Wire is a requirement for all COE students enrolled in a bachelor's degree program and for all EPI students.

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

## B. Supplemental Material

Library: <a href="http://www.spcollege.edu/libraries/">http://www.spcollege.edu/libraries/</a>
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## C. 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. Additionally, students are expected to be familiar or familiarize themselves with PowerPoint presentation methods.
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The instructor of this course frequently uses smart boards, ELMOs, power point, digital media, and web based resources to disseminate information and engage preservice learners and students.
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All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf)
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## IV. COURSE REQUIREMENTS & EXPECTATIONS

### A. School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements

This course requires 0 hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH / FEH is required to complete the Survey Level Field Experience Placement Application via the survey link: <https://web.spcollege.edu/survey/18896>

### B. ALL Course Assignments

<b>Weekly Activities – 14 @ 20 pts. each</b>  Each week students will complete a weekly activity demonstrating 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.	<b>280</b>
<b>Final Project/Synthesis</b>  Students will create a final project highlighting the major learnings from this course.	<b>40</b>
<b>Final Exam</b>	<b>50</b>
<b>Total Points for Course</b>	<b>370</b>

**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.

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 Chalk & Wire all FEAP, ESOL, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.

## **V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**

### **A. COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPI2YgbSrHdstAkktD-BtneMQuttI5khNzQ/edit?usp=sharing>

### **B. 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.*

## VI. CALENDAR AND TOPICAL OUTLINE

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

**ALL ASSIGNMENTS MUST BE COMPLETED BY WEDNESDAY OF THE FOLLOWING WEEK (WITH THE EXCEPTION OF WEEKS NINE & TEN).**

**I POST ASSIGNMENTS IN ADVANCE. THEREFORE, YOU WILL HAVE A MINIMUM OF 10-14 DAYS TO SUBMIT YOUR WORK. AS A RESULT, NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

Topics	Readings	Assignments Due
<b>Week 1</b> <b>5/18-5/22</b> <b>Unit One: Personal Development</b>	<b>Review the syllabus</b> <b>START HERE Module</b> <b>Read Unit 1:</b> <b>Module 1: Using Science to Inform Classroom Practices</b> <b>Module 2: Contexts of Development</b>	<b>Introduction Discussion (initial post due Friday, 5/22, 11:30 p.m.)</b> <b>Activity #1 DUE:</b> <b>WED., 5/27, 11:30 p.m.</b>
<b>Week 2</b> <b>5/25-5/29</b> <b>Unit One: Personal Development</b> <b>COLLEGE CLOSED 5/25 FOR MEMORIAL DAY</b>	<b>Read Unit 1:</b> <b>Module 3: Social-Emotional Development</b> <b>Module 4: Moral Development</b>	<b>Activity #2 DUE:</b> <b>WED., 6/3, 11:30 p.m.</b>
<b>Week 3</b> <b>6/1-6/5</b> <b>Unit Two: The Developing Learner</b>	<b>Read Unit 2:</b> <b>Module 5: Brain Development</b> <b>Module 6: Cognitive Development</b> <b>Module 7: Language Development</b>	<b>Activities #3 and #4 DUE:</b> <b>WED., 6/10, 11:30 p.m.</b>

<p><b>Week 4</b></p> <p><b>6/8-6/12</b></p> <p><b>Unit Three: Learning Theories</b></p>	<p><b>Read Unit 3:</b></p> <p><b>Module 8: Behavioral Learning Theories</b></p> <p><b>Module 9: Social-Cognitive Theory</b></p> <p><b>Module 10: Information Processing</b></p>	<p><b>Activities #5 and #6 DUE:</b></p> <p><b>WED., 6/17, 11:30 p.m.</b></p>
<p><b>Week 5</b></p> <p><b>6/15-6/19</b></p> <p><b>Unit Four: Cognitive Processes</b></p>	<p><b>Read Unit 4:</b></p> <p><b>Module 11: Metacognition</b></p> <p><b>Module 12: Transfer of Skills and Knowledge</b></p> <p><b>Module 13: Higher Order Thinking</b></p>	<p><b>Activities #7 &amp; #8 DUE:</b></p> <p><b>WED., 6/24, 11:30 p.m.</b></p>
<p><b>Week 6</b></p> <p><b>6/22-6/26</b></p> <p><b>Unit Five: Motivation</b></p>	<p><b>Read Unit 5:</b></p> <p><b>Module 14: Behavioral Theory</b></p> <p><b>Module 15: Cognitive Theories</b></p>	<p><b>Activities #9 and #10 DUE:</b></p> <p><b>WED., 7/1, 11:30 p.m.</b></p>
<p><b>Week 7</b></p> <p><b>6/29-7/3</b></p> <p><b>Unit Five: Motivation</b></p> <p><b>Unit Six: Classroom Management and Instruction</b></p>	<p><b>Read Unit 5:</b></p> <p><b>Module 16: Self Theories</b></p> <p><b>Read Unit 6:</b></p> <p><b>Module 18: Instruction: Applying Behavioral, Cognitive, and Constructivist Approaches</b></p> <p><b>Module 19: Grouping Practices</b></p>	<p><b>Activities #11 and #12 DUE:</b></p> <p><b>WED., 7/8, 11:30 p.m.</b></p>
<p><b>Week 8</b></p> <p><b>7/6-7/10</b></p> <p><b>Unit Seven: Learner Differences</b></p>	<p><b>Read Unit 7:</b></p> <p><b>Module 20: Intelligence and Giftedness</b></p> <p><b>Module 21: Cognitive Disabilities</b></p>	<p><b>Activities #13 and #14 DUE:</b></p> <p><b>WED., 7/15, 11:30 p.m.</b></p>

<b>Week 9</b> <b>7/13-7/17</b>	<b>Final Project/Synthesis</b>	<b>Final Project/Synthesis DUE:</b> <b>MON., 7/20, 11:30 p.m.</b>
<b>Week 10</b> <b>7/20-7/24</b>	<b>Final Exam</b>	<b>Final Exam DUE:</b> <b>TUES., 7/21, 11:30 p.m.</b>

## **VII. 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