

**Ashland University**  
**Schar College of Education**  
**Department of Educational Foundation and Instruction**

**Master Course Syllabus**

**Revised 2016**  
**Undergrad: X**  
**Credit Hours: 3**

**Course Number:** EDFN 202

**Course title for the catalog:** Teaching and Learning Process

**Catalog Description:**

This course deals with the major theories of human development, motivation and learning. Planning of instruction, teaching strategies, assessment and classroom management are examined. Authentic pedagogical practices are used to gain an understanding of the teaching and learning process.

**The prerequisite (s) for this course is (are):**

EDFN 130

**The enrollment restriction (s) for this course is (are):**

None

**Course and field/clinical experience objectives (including knowledge, skills, dispositions):**

**Knowledge:**

The teacher education candidate will have knowledge of:

1. The teaching and learning process. (EPPR-14)
2. Major theories of human development across the lifespan (cognitive, social, emotional, and moral). (OSTP 1.1, 1.2) (OAE/APK 1, 2) (InTASC 1)
3. Interrelationships among the theories and how they impact the teaching and learning process. (OSTP 1.1,1.2) (OAE/APK 1,2) (InTASC 1)
  - a. The theoretical foundations of how learners construct knowledge, including the work of Piaget and Vygotsky. (OSTP 1.1,1.2) (OAE/APK 1,2)
  - b. The theoretical foundations of individuals' socio-emotional development, including the work of Erikson. This will include knowledge of self-concept and self-esteem. (OSTP 1.1,1.2) (OAE/APK 1,2)
  - c. The theoretical foundations of individuals' moral development, including the work of Kohlberg. (OSTP 1.1,1.2) (OAE/APK 1,2)

4. The importance of diversity in individuals and communities (e.g. language, SES, exceptionalities, etc.) to better understand students. (OSTP 1.4,1.5) (OAE/APK 5; 6; 1,2,4) (EPPR-2,19) (InTASC 2)
  - a. The impact culture has on the teaching and learning process, including concepts such as race, ethnicity. (OSTP 1.4,1.5) (OAE/APK 5; 6; 1,2,4) (EPPR-2,19)
  - b. How socioeconomic status can affect student achievement. (OSTP 1.4,1.5) (OAE/APK 5; 6; 1,2,4) (EPPR-2,19)
  - c. How language differences and bilingual programs affect student achievement. (OSTP 1.4,1.5) (OAE/APK 5; 6; 1,2,4) (EPPR-2,19)
  - d. The impact on learners with exceptionalities and strategies for teaching within an inclusion environment. (OSTP 1.4,1.5) (OAE/APK 5; 6; 1,2,4) (EPPR-2,19)
  - e. How students differ in intelligence and its impact on the teaching and learning process. (OSTP 1.4,1.5) (OAE/APK 5; 6; 1,2,4) (EPPR-2,19)
5. Major theories of learning (cognitive, behavioral, and social). (OSTP 1.1,1.2) (OAE/APK 1) (EPPR-1) (InTASC 2)
  - a. The theoretical foundations of cognitive learning theory, including the work of Atkinson & Shiffrin's Information Processing Model. This will include different types of memory. (OSTP 1.1,1.2) (OAE/APK 1) (EPPR-1)
  - b. The theoretical foundations of behavior learning theory, including the work of Pavlov, Skinner. This will include concepts such as reinforcers and punishers. (OSTP 1.1,1.2) (OAE/APK 1) (EPPR-1)
  - c. The theoretical foundations of social learning theory, including the work of Bandura. (OSTP 1.1,1.2) (OAE/APK 1) (EPPR-1)
6. Effective learning strategies (e.g. study strategies).
  - a. What causes people to remember and forget.
  - b. What memory strategies that can be taught to students, i.e. verbal, rote, and meaningful learning, schema theory and metacognition.
  - c. Study strategies that can be taught to students, i.e. practice tests, note taking, underlining, summarizing, writing to learn, outlining and concept mapping, and PQ4R.
7. Major theories of motivation. (OAE/APK 1,3)
  - a. The theoretical foundations of motivational theory, including the work of Maslow, Weiner (Attribution Theory) and Atkinson (Expectancy Theory). (OAE/APK 1,3)
  - b. Factors that affect students' motivation, i.e. goal orientations, learned helplessness; and intrinsic and extrinsic motivation. (OAE/APK 1,3)
  - c. General strategies for how to increase students' motivation to learn. (OAE/APK 1,3)
8. Principles of classroom management. (OAE/APK 3,4)
  - a. The impact of time on learning. (OAE/APK 3,4)
  - b. Strategies for handling routine student misbehavior. (OAE/APK 3,4)
  - c. How to prevent serious behavior problems. (OAE/APK 3,4)

9. Teaching strategies and approaches that address the ways individual students learn. (OAE/APK 3,7; 1,3)
  - a. Direct instruction and when it is appropriate to use. (OAE/APK 3,7; 1,3)
  - b. Key concepts of the constructivist view of learning. (OAE/APK 3,7; 1,3)
  - c. How to use student centered approaches to learning. (OAE/APK 3,7; 1,3)
  - d. Different types of grouping, and differentiation. (OAE/APK 3,7; 1,3)
  - e. How technology can be used effectively in education. (OAE/APK 3,7; 1,3)
10. Interrelationships and interactions between planning, instruction, and assessment. (OAE/APK1) (InTASC 7)
  - a. The importance of instructional planning. (OAE/APK 1)
  - b. Instructional objectives and their use. (OAE/APK 1)
  - c. Why evaluation is important. (OAE/APK 1)
  - d. Different types of evaluation. (OAE/APK 1)
  - e. Standardized tests and their use. (OAE/APK 1)
  - f. How teacher are held accountable for their students' achievement. (OAE/APK 1)

**Skills:**

The teacher education candidate will have skills to:

1. Demonstrate knowledge of the teaching and learning process. (EPPR-14)
2. Recognize that all students can learn. (NBPTS-1)
3. Explain major theories of human development across the lifespan (cognitive, social, emotional, and moral). (OSTP 1.1,1.2) (OAE/APK 1,2) (InTASC 1)
4. Understand the interrelationships among the theories and how they impact the teaching and learning process. (OSTP 1.1,1.2) (OAE/APK 1,2) (InTASC 1)
5. Recognize the importance of diversity in individuals and communities (e.g. language, SES, exceptionalities, etc.) to better understand students. (OSTP 1.4,1.5) (OAE/APK 5; 6; 1,2,4) (EPPR-2,19) (InTASC 2)
6. Explain major theories of learning (cognitive, behavioral, and social). (OSTP 1.1,1.2) (OAE/APK 1) (EPPR-1) (InTASC 2)
7. Explain effective learning strategies (e.g. study strategies).
8. Explain major theories of motivation. (OAE/APK 1,3)
9. Explain principles of classroom management. (OAE/APK 3,4)
10. Apply teaching strategies and approaches that address the ways individual students learn. (OAE/APK 3,7; 1,3)
11. Understand the interrelationships and interactions between planning, instruction, and assessment. (OAE/APK 1) (InTASC 7)

**Dispositions:**

The teacher education candidate will:

1. Appreciate the need to weigh consequences of educational decisions. (EPPR-20)

2. Appreciate the value of using a variety of different instructional strategies and teaching techniques. (EPPR-20)
3. Value thoughtful planning, decision-making, implementation, and evaluation. (EPPR-20)
4. Value diverse learners. (EPPR-19)
5. Value the role of motivation in the instructional process. (EPPR-20)
6. Value appropriate classroom management techniques. (EPPR-20)

**Suggested texts and/or references:**

Slavin, R.E. (2014). *Educational psychology: Theory and practice* (11<sup>th</sup> Edition). Boston, MA: Pearson Educational.

Refer to bibliography for supplemental texts and resources.

**Suggested instructional strategies:**

Strategies will include the following: lecture, class discussion, small group discussion, audiovisual presentations, questioning, role playing, simulations, practice in problem solving and in using diagnostic techniques, individual investigations, and reading of current educational literature.

**Evaluation of students:**

*Objective* measures such as quizzes, tests.

*Subjective* measures such as case studies, products from individual or group work, and evaluation of discussion points in class, verbal or written.

**Required EPP (Education Preparation Provider) Unit Assessment:**

1. COE Professional Dispositions Evaluation

**Faculty who frequently teach the course:**

Wlodarsky and Walley

**Licensure programs in which course is required:**

All licensure programs at the undergraduate level

**If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:**

Not applicable

**Bibliography (Learned Societies, etc.):**

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- Cauley, K.M., McMillan, J., & Pannozzo, G. (2007). *Annual editions: Educational psychology* Upper Saddle River, NJ: Allyn & Bacon.
- Charles, C. M. (2011). *Building classroom discipline*. Boston, MA: Pearson Education.
- Darling-Hammond, L. (2013). *Closing the opportunity gap: What America must do to give every child an even chance*. Oxford, NY: Oxford University Press.
- Dewey, J. (1997). *How we think*. Mineola, NY: Dover Publications.
- Erikson, E.H. (1963). *Childhood and society*. New York, NY: Norton.
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- teaching*. Upper Saddle River, NJ: Pearson Education.
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- Piirto, J., & Heward, W.L. (2006). *Giftedness and talent*. Upper Saddle River, NJ: Pearson.
- Santrock, J. (2011). *Educational psychology*. New York, NY: McGraw-Hill.
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- Thomas, R.M. (2005). *Teachers doing research: An introductory guidebook*. Upper Saddle River, NJ: Allyn & Bacon.
- Vygotsky, L.S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Wadsworth, B.J. (2004). *Piaget's theory of cognitive and affective development: Foundations of constructivism*. Upper Saddle River, NJ: Allyn & Bacon.
- Williams, W.M., Markle, F., Brigoekas, M., & Sternberg, R. J. (2002). *Creative intelligence for school*. Upper Saddle River, NJ: Allyn & Bacon.
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