

- A. **COURSE TITLE:** ASTL 6315 Investigation of Learning and Development Through Multiple Contexts
- B. **CATALOG DESCRIPTION:** This course provides an advanced review of both classic and contemporary theories of learning and behavior such as those associated with memory, motivation, connectionism, and social learning. It further explores the educational implications of those theories and investigates educational strategies for facilitating student learning.
- C. **PURPOSE:** Candidates will enhance the skills, knowledge, and dispositions necessary to interpret and analyze theories of human learning and behavior that provide a basis for understanding the teaching / learning process. Instructional strategies will be examined. Candidates will investigate principals of psychology as they apply to education and develop a clear sense of how these principles can be applied.
- D. **REQUIRED TEXTS:**
LeFrancois, G. (2006). *Theories of human learning: What the old woman said* (5th ed.). Belmont, CA: Thomson*Wadsworth.
- E. **CONCEPTUAL FRAMEWORK: “EDUCATORS AS REFLECTIVE DECISION MAKERS”** Faculty members involved in the preparations of professional educators, as well as professional education candidates, public school representatives, and members of the community share a vision for the Professional Education Unit at the University of Central Arkansas (UCA). This vision is one of preparing Educators as Reflective Decision-Makers. The vision encompasses the development of candidates’ abilities to examine problems, formulate options, consider decisions, and evaluate outcomes while embracing an awareness of and sensitivity to human diversity. The vision is achieved by candidates’ acquisition of reflective decision-making skills through self-understanding, course work, and field and internship experiences.

How does “Development and Learning” address the PEU’s Conceptual Framework vision of preparing educators as reflective decision-makers?

Course objectives align with the National Board of Professional Teaching Standards (NBTS) and the UCA Teacher Performance Outcomes Assessment Instrument. Performance based course activities are intended to engage students in critical thinking, analytic problem solving, and systematic reflection. Through professional readings and discussion, candidates will have an opportunity to further develop knowledge, skills, and dispositions necessary to establish respectful relationships that are supportive of all students. As a result of course participation, candidates will design instructional activities that apply learning theories and support students in reaching their educational goals.

The master’s in Advanced Studies in Teaching and Learning (ASTL) prepares candidates to become highly skilled and articulate classroom teachers. It is designed to enhance and expand existing knowledge, skills, and dispositions of candidates while fostering the development of competencies expected of advanced educators. The program rests on the assumption that accomplished educators engage in reflective decision-making as they assess and extend their own professional practice.

Upon completion of the program, ASTL Graduates will demonstrate the knowledge, skills, and dispositions necessary to

- Respond positively to classroom practices that enhance student learning.
- Critically analyze their own classroom practices and appropriately respond to their findings.
- Articulate the rationale for decisions they make regarding professional practice, classroom instruction, and classroom/school policies and procedures.
- Make informed decisions by reflecting on experiences both past and present to improve teaching practices that enhance student learning.
- Become change leaders for the improvement of their schools.

F. USE OF TECHNOLOGY: Candidates will gather information and resources related to educational issues from the Internet. Candidates should use appropriate Internet sources for independent research and activity development. The instructor will share relevant websites for candidates' use. Email will be used as a primary method of communication.

G. DIVERSITY: An emphasis will be placed upon respect for diverse populations. Graduate candidates' diversity in terms of teaching and cultural backgrounds will be emphasized as strengths to enhance collegiality and discussion within the framework of this course.

H. COURSE GOALS AND OBJECTIVES: Upon completion of the course, candidates will be able to:

- Describe theories and principles of learning and behavior.
- Discuss implications for learning related to theories and principles of learning and behavior.
- Use theories and principles of human learning and behavior to support classroom management, instructional design, curriculum development, and teaching strategies.
- Demonstrate how differing approaches to learning can be used to create opportunities that are supportive of learners from diverse backgrounds and with exceptionalities.
- Demonstrate use of the writing style described in the Fifth Edition of the Publication Manual of the American Psychological Association (APA) on all papers.

I. COURSE OUTLINE: Specific topics will include the following:

- Psychology and Learning
- Behaviorist Theories
- Learning, Psychology, and the Brain
- Modern Cognitivism
- Neural Networks
- Memory
- Motivation
- Social Learning

J. FIELD EXPERIENCE REQUIREMENTS: N/A

K. COURSE EVALUATION: Evaluation of candidates will be based upon the following components:

- Examinations (3 @ 100 points each)
Make-up exams will be given at the discretion of the instructor.

- Activities (100 points)

Grading Scale: A = 93 – 100%; B = 83 – 92%; C = 73 – 82%; D = 63 - 72

Late work: Homework submitted after the due date will be penalized by deducting ten percent of the assigned point value for each day late.

Please note: Candidates are encouraged to retain copies of all ASTL course products as they may be of importance to candidates when preparing the exit portfolio.

- L. ATTENDANCE POLICY:** Graduate candidates are expected to demonstrate professional behavior and disposition at all times. Because lecture and classroom discussion / activities are important to the total learning experience, candidates are expected to attend and participate in class regularly. Furthermore, all readings and assignments are to be completed before class. In addition, if a candidate misses a class, the instructor is to be notified as soon as possible (preferably in advance), and the candidate is responsible for submitting assignments on time and for completing all assignments for the next class. A ten percent reduction in the candidate's final average will be calculated for each absence beyond the first. Candidates should note the university's drop date policy that includes notifying the Registrar's Office.
- M. STUDENT HANDBOOK POLICY:** Candidates are expected to follow all policies regarding academic dishonesty, sexual harassment, and academic issues as outlined in the current *UCA Student Handbook*. Candidates should familiarize themselves with all policies included in the *Handbook*.

Plagiarism is the presentation of another person's work, ideas, or expressions whether you do so intentionally or as a result of careless documentation. It is a serious violation and carries severe penalties - failure on the assignment or in the course. Although collaboration is encouraged, any work submitted as part of a course assignment must be the candidate's own work or else referenced using the appropriate reference format (i.e., APA). Plagiarism will not be tolerated. Please consult the instructor if you have any questions concerning what constitutes plagiarism.

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation

N. BIBLIOGRAPHY:

- Aries, E. (2001). *Adolescent behavior*. New York: McGraw-Hill.
- Berger, K.S., & Thompson, R.A. (1995). *The developing person* (4th ed.). New York: Worth Publishing.
- Charles, C.M., (1999). *Building classroom discipline* (6th ed.). New York: Longman.
- Kellough, R.D., & Kellough, N.G. (1999). *Middle school teaching* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Ormrod, J.E., (2003). *Educational psychology: Developing learners* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Slavin, R.E. (2006). *Educational psychology: Theory and practice*. (8th ed.). Boston: Pearson.
- Steinberg, L. (1999). *Adolescence* (5th ed.). New York: McGraw-Hill College.
- Winks, J., & Winks, D. (2004). *Teaching passionately: What's love got to do with It?* Boston: Allyn and Bacon.