

**A. Course Title: MSIT 3310 DEVELOPMENT AND LEARNING** (12/15/05)

**B. Catalog Description:** This course is designed to enable candidates to analyze, use, and incorporate an inclusive understanding of key theories of learning and how these theories deal with principles of development and influence teacher decision-making for middle-grade and secondary students. The methodology used will model developmentally appropriate middle-level and secondary instructional strategies. Various teaching practices may be used such as cooperative learning, small and large group work, individual study, presentations, and simulations. Taken as part of Professional Block I. Prerequisite(s): Admission to teacher education.

**C. Purpose:** The primary purpose of this course is to equip teacher candidates with a working knowledge of the major concepts, principles, and theories of preadolescent and adolescent development--intellectual, physical, social, emotional, and moral. Respect and appreciation for the range of individual differences while holding high and realistic expectations for their learning will become an intrinsic outcome of this course.

**D. Required Text:**

Rathus, S., (2006) *Adolescence: Voyages in development* Belmont, CA: Thompson/Wadsworth

**E. UCA Teacher Preparation Program Summary and Goals:** The University of Central Arkansas's education programs establish and maintain rigorous standards for teacher candidates' knowledge and performance to ensure that all students achieve state-adopted learner outcomes. Working from a solid content background, teacher candidates demonstrate proficient and flexible use of different ways of teaching to actively engage all students in learning. Teacher candidates are well versed in the characteristics of students of different ages, abilities and cultural backgrounds. They are skilled in integrating technology into instruction and creating an environment in which all students can be successful and want to learn. Teacher candidates know when and how to assess learning through various forms of traditional and authentic assessments. They are well prepared for successful careers in teaching and are expected to act in a professional manner in all circumstances with students, colleagues, parents/guardians, and community members. As professional educators, teacher candidates value collaboration and seek opportunities to work with other professionals and community members to improve the educational experiences for students. As such, the following goals are our main focus:

1. Teacher candidates design and organize instruction and assessment procedures for all students based on a thorough knowledge of subject matter, pedagogy, and students.
2. Teacher candidates use appropriate, effective classroom practices, procedures, and pedagogies to create and manage a productive learning environment.
3. Teacher candidates demonstrate strong communication skills, employ effective teaching strategies and methodologies, integrate technology into instruction, and use a variety of assessment measures.
4. Teacher candidates reflect on their instruction and student learning to assess their effectiveness, engage in professional development, and demonstrate ethical conduct in working with all constituencies--students, colleagues, parents/guardians, and community members.

**How does "Development and Learning" address the PEU's Conceptual Framework vision of preparing *Educators as Reflective Decision-Makers*?**

This course is designed to equip teacher candidates with the knowledge, skills, and dispositions necessary to establish respectful relationships that are supportive of the intellectual, ethical, and social growth of all preadolescent and adolescent students. Through cooperative learning activities, independent research, case discussions, and field experience reflections, teacher candidates will achieve the goal of becoming reflective decision-makers.

**Targeted Dispositions and Attitudes (correlated with UCA TPOA):**

- Demonstrates knowledge of students (age group, diversity, interest, heritage); (A1)
- Selects instructional goals appropriate for lesson and student; (A2)
- Assesses student learning by planning assessments appropriate for students and aligned with learning goals; (A5)
- Creates an environment of respect and rapport that promotes fairness; (B1, B2)
- Communicates challenging learning expectations; (B3)
- Recognizes the importance of communication & collaboration with colleagues, students, and families; (D3, D4) and
- Demonstrates a sense of efficacy throughout teaching. (D2)

**F. Use of Technology:** Teacher candidates are expected to use educational technology in a variety of ways during the course. Opportunities to communicate with the instructor via electronic mail will be provided. Teacher candidates will integrate technology into their microteaching assignments and use appropriate Internet sources for independent research purposes.

**G. Diversity:** This course will help teacher candidates create an effective learning environment for *all* students. Students will **analyze** methods for providing a supportive learning environment, **identify** characteristics of adolescents and appropriate ways the teacher addresses these characteristics in the planning and implementation of lessons, and **describe** cultural and ethnic influences that affect today's youth (see Field Assignment).

**H. Course Goals and Objectives:**

**1. Candidates will demonstrate an understanding of developmental theory and research methods. (UCA TPOA: A1)**

Candidates will

- Articulate the importance of studying early and adolescent development
- Describe and critically evaluate major theoretical approaches
- Explain the research methods in developmental psychology and state the ethical issues related to such research

**2. Candidates will describe the development of early and late adolescence in the major developmental domains (physical, cognitive, psychosocial) and state the factors that positively/negatively affect their development. (A1, A2, A4, A5, D4)**

Candidates will

- Describe the physical, cognitive and psychosocial development in children ages 10 to 18 years
- State factors that affect development in children ages 10 to 18

**3. Candidates will explain the differences between the major approaches to learning and motivation (humanistic, behavioral, cognitive) and describe the ethical issues that may arise with the use of learning and motivational strategies in the classroom. (A2, A3, A4, C4)**

Candidates will

- Explain the different theoretical approaches to learning and motivation: Humanistic, Behavioral, Cognitive

- Describe strategies defined by each approach
  - Articulate the ethical issues related to use of strategies
- 4. Candidates will describe the ways in which early and late adolescents differ (e.g., skill level, ethnicity, SES). Candidates will demonstrate utility of the various approaches to learning and motivation to (1) address the diverse needs of children and (2) present content related material in a meaningful way. (A1, A2, A4, A5, C2, C4)**
- Candidates will
- Present the ways in which children ages 10 to 18 differ
  - Describe strategies that are useful with early and late adolescent age groups
  - State and demonstrate ways in which strategies can be used for content related instruction

## **I. Course Outline**

### **1. Introduction to Development (Course Goal #1)**

- A. The Nature of Human Development
- B. Why Study Development
- C. Basic Issues in Developmental Study
- D. Methods of Studying Adolescence
- E. Ethical Constraints on Studying Development

### **2. Theories of Development (Course Goal #1)**

- A. The Nature of Developmental Theories
- B. Psychodynamic Developmental Theories
- C. Erikson's Psychosocial Theory
- D. Behavioral Learning and Social Cognitive Learning Developmental Theories
- E. Cognitive Developmental Theories
- F. Contextual Developmental Theories
- G. Development Theories compared and Their Implications for the Student

### **3. Physical Development in Middle Childhood (Course Goal #2)**

- A. Trends and Variations in Height and Weight
- B. Height Variations due to Puberty
- C. Motor Development and Athletics in Middle Childhood
- D. Health and Illness in Middle Childhood
- E. Effects of Growth on Thinking and Feeling

### **4. Cognitive Development in Middle Childhood (Course Goals #2 and 3)**

- A. Piaget's Theory: Concrete Operational Skills
- B. Information-Processing Skills
- C. Language Development in Middle Childhood
- D. Defining and Measuring Intelligence
- E. School Influences

### **5. Psychosocial Development in Middle Childhood (Course Goals # 2 and 4)**

- A. Psychosocial Challenges of Middle Childhood
- B. The Sense of Self
- C. The Age of Industry and Achievement
- D. Family Relationships
- E. Divorce and Its Effects
- F. Peer Relationships
- G. Death, Loss, and Grieving

### **6. Physical Development in Adolescence (Course Goal #2)**

- A. The Concept of Adolescence
- B. Growth in Height and Weight
- C. The Secular Trend

- D. Puberty
- E. Psychological Effects of Physical Growth in Adolescence
- F. Health in Adolescence
- 7. Cognitive Development in Adolescence (Course Goals #2 and 3)**
  - A. General Features of Adolescent Thought
  - B. Beyond Concrete Operational Thinking
  - C. Moral Development: Beliefs About Care and Justice
  - D. The Development of Social Cognition
  - E. Information-Processing Features of Adolescent Thought
  - F. The Influence of School
- 8. Psychosocial Development in Adolescence (Course Goals #2 and 4)**
  - A. Theories of Identity Development
  - B. Family Relationships During Adolescence
  - C. Social Relationships During Adolescence
  - D. Sexuality During Adolescence
  - E. Special Problems of Adolescence
  - F. Juvenile Delinquency

**J. Field Experience Requirements:** A minimum of ten (10) hours of experiences is required. Placements will be made in a middle or secondary level classroom. Successful completion of field experience hours and assignments is required for course credit.

**K. Course Outcomes and Evaluation:** New accreditation standards in teacher education stress the need to assess future teachers not only on the basis of what they know but also on the basis of what they can do. In accordance with these NCATE (National Council for the Accreditation of Teacher Education) standards, multiple forms of assessment are used with an emphasis upon performance. Therefore, in addition to three paper and pencil tests, course requirements include a microteaching assignment, field observation with reflective journal, independent research, and a variety of written assignments.

Grading Scale:

- A: 90 - 100
- B: 80 - 89
- C: 70 - 79
- D: 60 - 69
- F: below 60

**L. Attendance Policy:** Attendance is necessary for completion of this class. Excessive absences (more than 2) will affect a candidate's grade due to a loss of participation points. Candidates entering class late will be counted tardy. Three tardies will be counted as an absence. An absence does not excuse a candidate from being prepared for class. For unavoidable absences, proper notification is expected as well as plans to make-up any work covered in class. Students who plan to be absent from class for non-illness reasons and wish the absence to be "excused" should provide in writing the date and reason for the absence at the beginning of the semester. Adequate documentation should be provided. Students are expected to complete all coursework assigned during any period of absence whether excused or unexcused. Class participation is an important part of responsibility as pre-professionals. Candidates should note the university's drop date policy, which includes notifying the Registrar's office. Make-up exams will be scheduled at the discretion of the instructor.

**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. 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 under this Act, please contact the UCA Office of Disability Services at 450-3135.

**K. Bibliography:**

Aries, E. (2001). *Adolescent behavior*. New York: McGraw-Hill.

Berger, K.S., & Thompson, R.A. (1995). *The developing person* (4<sup>th</sup> ed.). New York, NY: Worth Publishing.

Kellough, R.D., & Kellough, N.G. (1999). *Middle school teaching* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Ryan, K., & Cooper, J. (1995). *Those who can, teach* (7<sup>th</sup> ed.). Boston: Houghton Mifflin.

Seifert, K.L., & Hoffnung, R.J. (2000). *Child and adolescent development* (5<sup>th</sup> ed.). Boston: Houghton Mifflin.

Steinberg, L. (1999). *Adolescence* (5<sup>th</sup> ed.). New York: McGraw-Hill College.