

EDU 200

Spring 2016



Human Growth and Learning Applied to Teaching

3 credits



“I teach them correct principles and let them govern themselves.”

Joseph Smith, Jr.

Instructor	Dr. Ammon Wilcken	Prerequisites	Admission to the School of Education
Office /Hours	SEB 122 By appointment Open Door Policy ☺	Class Days	Tuesday and Thursday
Phone	Office: 675-3685 Cell: 808-499-5412	Class Hours	7:30-9:00 a.m. (Section 1) 9:20-10:50 a.m. (Section 2)
E-mail:	ammon.wilcken@byuh.edu	Meeting Room	SEB 117



Mission

The mission of Brigham Young University–Hawaii is to integrate both spiritual and secular **learning**, and to prepare students with character and integrity who can provide **leadership** in their families, their communities, their chosen field, and in **building** the kingdom of God.

Goals – Learn, Lead, Build

1. Integrate spiritual and secular learning to provide a foundation for a lifetime of **learning**.
2. Assist young men and young women in developing character and integrity so they can provide **leadership** in all aspects of their lives.
3. Provide a significant group of faithful and committed church leaders who will assist in **building** the kingdom, particularly in the Pacific and Asia.

I. Course Description:

Course Goals

Ideas from psychology about human learning and development impact many teaching activities, including lesson planning, structuring tasks, and diagnosing learning difficulties. In this course, we will focus on key concepts from educational psychology and related disciplines, such as cognitive and developmental psychology. After this course, you'll understand not only what constitutes typical learning and development, but more importantly, the mechanisms that cause these changes. This course provides information needed for the Praxis II Principles of Learning and Teaching test that you will take during student teaching.

Big Questions

1. How does learning occur?
2. How does development occur?
3. What do learning and development "look like" in real life and especially in the classroom?

II. Textbook: Suggested

Ormrod, Jeanne Ellis (2008). Educational Psychology: Developing Learners, 7th ed. Merrill Prentice Hall, Upper Saddle River, New Jersey.

Other required readings will be provided by the instructor on Canvas

III. Hawaii Teacher Performance Standards and Course Outcomes

EDU 200 meets the following *State of Hawaii Teacher Performance and Licensing Standards*:

STANDARD 1: Learner Development

Description: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

STANDARD 2: Learning Differences

Description: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

STANDARD 3: Learning Environments

Description: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

V. Expected Calendar:

Date	Lesson	Lesson Topics and Assignments Due
Theme 1: Basic Learning Mechanisms		
3-8	1-1	Introduction: What is learning? Statistical learning Assigned Reading: None Assignment: Think about patterns that we recognize
3-10	1-2	Conditioning Assigned Reading: PDF On Canvas Assignment: Write about a time you trained a pet or person
3-15	1-3	Categorization and concept formation and analogies Assigned Reading: pdf on Canvas about Concepts
3-17	1-4	Adaptation: Piaget Assigned Reading: PDFs on Canvas: Adaptation and Concept of Life
3-22	1-5	No Class: Thanksgiving Holiday
3-24	1-6	Motivation Day 1 Assigned Reading: Motivation Reading on Canvas
3-29	1-7	Motivation Day 2 Reading: Caution: Praise Can Be Dangerous: pdf on Canvas Theme Review/Presentations and Discussion
3-31		Exam 1 (Theme 1) in Class
Theme 2: Learning Happens in Individual Brains		
4-5	2-1	Brain Changes and Brain Functioning Reading on Canvas: Dana Guide to Brain Changes
4-7	2-2	Brain research and neuroplasticity Assigned Reading: pdf on Canvas
4-12	2-3	Paper 1 due by 5:00 p.m. on Saturday the 16th Debate: Brain research implications for classroom practice Assigned Reading: pdfs on Canvas (Brain Debate Readings)
4-14	2-4	Computer and Embodied memory models. Assigned Reading: pdf on Canvas

4-19	2-5	Applying memory models. Assigned Reading: pdf on Canvas: Students Remember What They Think About
4-21	2-6	Learning Histories/Presentations and Discussion Assigned Reading: None
Theme 3: Learning and Development Happen in a Social Context		
4-26	3-1	Vygotsky's socio-cultural learning theory Assigned Reading: Vygotsky reading on Canvas
4-28	3-2	Observational learning Assigned Reading: PDFs on Canvas
5-3	3-3	Erickson's psychosocial theory and social development Assigned Reading: Textbook Pg. 61-80
5-5	3-4	Kohlberg's moral development theory Assigned Reading: PDF on Canvas Theme Review and Discussion Leaders
5-10	Exam	In Class
Theme 4: Learning Can Be Strategic		
5-12	4-1	Memory and Processing strategies Assigned Reading: Textbook Pg. 179-214;
5-17	4-2	Attention strategies ADHD pdf on Canvas Video Assigned Reading: pdf on Canvas Empower Your Dreams Paper 2 due on Canvas
5-19	4-3	Habit Making Pdf on Canvas
5-24	4-4	Strategy use development Assigned Reading: pdf on Canvas
5-26	4-5	Metacognition and expertise. Assigned Reading: pdf on Canvas
6-2	4-6	Course Review/ Theme 4 Discussion Leaders Dr. Wilcken Gone to a conference.
6-7	Final Exam	Testing Center

VI. Course Assignments

Requirements to complete the course:

Inasmuch as each of you will need to demonstrate the content knowledge, pedagogical skills and professional dispositions to be a highly qualified teacher, this course is designed to assess each of those three categories as follows:

Content Area Knowledge (Head)

Content knowledge and application.

Preparation:

As much of the class time is taken up in discussion and activities which model effective integrated instruction, outside reading is vital to understand the perspectives and research in the field. Students are expected to complete ALL assigned readings prior to the class period. I will assess your preparation in a variety of ways including summaries, self-assessments, group discussions, make it stick assignments and quizzes.

Exams

There will be 3 exams over the course of the semester. Each exam including the final exam will be a combination of matching, fill-in-the-blank, short answer questions, and essays. Questions will be based on information given in class lectures and in the assigned readings. They will be graded out of 100 points.

Only the final exam will be cumulative. There will be no make-up opportunities for missed exams. If you know you will be absent on the day of the exam for a university-approved absence, contact me as soon as possible to schedule an alternative test date.

Papers

Two papers are required. Each paper will be graded out of 50 points. Each paper should be 4-6 pages in length, typed, and double-spaced using 12-point Times New Roman font with one-inch margins on all sides. A 10% reduction in your paper grade will occur if you do not follow these specifications. Details regarding the specific topics are available on CANVAS, and we will be discussing the assignments in class as the due dates approach.

Generally speaking, these papers are an opportunity to apply educational psychology concepts to real world situations. For each paper, your task is to develop a clear, concise thesis that allows you to interpret a specific situation using information from theories discussed during class time and reading assignments. Please resist the urge to support your ideas with opinions and personal experiences without providing evidence for your assertions. Focus on grounding theoretical ideas in observation and support every assertion you make with evidence from the course.

Papers must be turned in on Canvas on their respective due dates as stated on the syllabus.

Reading More Deeply About a Topic of Interest

I want you each to have the opportunity to explore more fully something that interests you in the topic of educational psychology, learning, development or education in general. You can begin reading a book or articles of your choice immediately or wait until something we discuss attracts you. Either way you need to read the book and then write a response paper summarizing 5 key points from your reading and how these ideas can help you as a learner, teacher, parent etc. The paper should be 2-3 pages long and will be worth 25 points.

Pedagogy skills (Hands):

1. **Discussion leader.** One way students can demonstrate their application of the course concepts and theories is to work with peers in a teaching situation. In this course, as we learn together, students will have the opportunity to lead a group discussion based on concepts from the themes and book chapters. These presentations will be scheduled for the class period before the exams. This will serve as a review of major concepts, but more importantly as an opportunity to extend your understanding of the chosen topic. All students are expected to come to class well prepared to participate in a lively discussion. The quality of your participation will affect your grade positively. The presenter will need to turn in a 1-2 page paper/discussion guide detailing what you taught.

The purpose of this activity is NOT to teach or reteach all the information from the theme. Your goal is to lead a discussion on the topic, i.e. create an opportunity to discuss information, clear up unclear or confusing information, and provide learning activities that give the class a chance to apply the concept.

Professional Dispositions (Heart):

During the semester, students are expected to follow the dispositions outlined by the School of Education. Twice during the semester, students will provide a *self-evaluation, with evidence, of meeting the professional dispositions as they relate to student conduct in this specific course*. Although these are not a graded part of the course, meeting the expectations is a requirement of the course *based on professional accreditation standards*. Failure to meet the guidelines of the SOE dispositions sheet may lead to a failing grade for the course.

Grading

The School of Education operates on a standards-based paradigm. It is imperative students understand that a standards-based program means that all graded assignments in a course must be completed at or above the competency level. You, therefore, need to demonstrate at least minimum competency in every graded assignment. If you do not demonstrate competency on all graded assignments, including examinations, within the semester/term, you will be need to either repeat the whole course or components of the course.

In order to earn an A grade, students must exceed expectations in terms of effort, accuracy, deep learning and critical thinking. This is difficult to attain but everyone is capable of A work with sufficient effort!

In order to earn a B grade students meet expectations by completing everything accurately but limited evidence of extra effort, lacking clarity and depth of writing, and a lack of evidence of extended critical thinking.

In order to earn a C grade students meet competency on every assignment but show limited willingness to engage in critical thinking and extra effort.

In addition, out of fairness to students who complete assignments well on the first attempt, any assignment that must be re-submitted to meet the standard will not receive a grade higher than a competency level rating. In a standards-based program, the final grade is not determined by merely averaging assignment grades.

100-94	93-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Final Course Grades

Exams (3@100 points)	300 points
Papers (2@50 points)	100 points
Reading Response	40 points
Presentation	35 points
Assignments/Quizzes	35 points
TOTAL	510 points

BYU- Hawaii School of Education, Fall 013 Policy on Tardies, Absences and Late Assignments

General Rationale

The School of Education advocates the development of the character traits and work ethic that will enable the pre-service teacher to perform successfully in the professional work force. The internalization of these attributes, in addition to academic course work, into the pre-service teacher's repertoire of "applied knowledge" is critical to their future success and a significant part of what is broadly referred to as being a "true professional."

Generally speaking, classes in the School of Education are constructivist, participatory, hands-on and interactive in nature and so attendance at all classes is critical. A student cannot satisfactorily makeup missed class experiences by reading the text and talking with fellow students. For these reasons the faculty of the School of Education has agreed upon the following standards for each course taught in the School of Education.

We trust that all students will understand the cooperative spirit with which this policy has been designed.

Tardies

Tardy to class is defined as arriving anytime after the scheduled start of class, but not more than fifteen minutes after the start of the class. A student tardy more than **twice** will have their final course grade reduced a one-time 1/3 grade reduction of (A to A-, A- to B+, B+ to B, etc.).

Note that leaving classes earlier than officially dismissed by the faculty member will be treated as a tardy for purposes of attendance. The same principle will apply if a student leaves during the class and then returns within the fifteen (15) minutes designated.

Absences

Unexcused absence from class is defined as failing to arrive within the initial fifteen (15) minutes of the class hour. A student who is absent without excusal from professor or without prior notification will have their final course grade reduced by **1/3** of a letter grade for each class hour they are absent.

Given the nature of individual classes, the decision to excuse an absence lies with the professor of the course.

Note the critical nature of this policy as it applies to blocked classes. For example, if a student is absent on one day of a three-hour blocked class, (s)he has been absent the equivalent of one week of regular class time and will have their grade reduced by 1 full letter grade.

Late Assignments

Because all assignments in the School of Education courses are important, each must be completed in order to receive credit for the course. Late assignments received by the faculty within twenty-four (24) hours of the end of the class in which they were due will be accepted and graded; however, the maximum earned mark for a late assignment will be a C- (70 percent).

Assignments turned in later than twenty-four (24) hours must still be turned in but may not receive any credit.

Exceptions

University approved activities that prevent a student from attending class are exceptions to this policy, provided the student has obtained the appropriate approvals as outlined in university policy and notified the School of Education faculty member **in advance of the absence**.

Other exceptions to this policy include situations beyond the control of the student. This would include, but not be necessarily limited to hospitalization, doctor ordered confinement, maternity, accidents, etc.

In every case, the acceptable procedure to follow includes notifying the instructor as soon as possible, preferably in advance. Please note that all faculty members have multiple ways to be notified: telephone voice mail, computer email, message boards by office doors, secretarial contact etc.

Students with serious attendance issues, habitual patterns of late assignments, communication challenges, or other disposition issues will meet with the instructor of the course. In this meeting, the faculty member and student will discuss a disposition intervention plan for eliminating the dispositional issue. Further violations after this meeting, or additional interventions in multiple classes, will be referred to the chair of the SOE and may be cause for denied entry into or dismissal from the program.

VII. Class/School of Education/University Policy Statement(s) and Disclosure(s)

Academic Honesty – Honor Code Issues [<http://w2.byuh.edu/studentlife/honorcode/docs/ces.htm#1>]

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include: (a) copying from another person's work during an examination or while completing an assignment, (b) allowing someone to copy from you during an examination or while completing an assignment, (c) using unauthorized materials during an examination or while completing an assignment, (d) collaborating on an examination or assignment without authorization, and (e) taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you. [Statement cited from the BYU Provo Honor Code]

Plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism: Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism: Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism. [Statement cited from the BYU Provo Honor Code]

Per BYUH policy statement, instructors should take actions that are fair and equitable under the circumstances and should attempt to reach an understanding with the affected student on the imposition of an appropriate action. In some cases, the department, the college, or the university may also take actions independent of the instructor. Examples of possible actions include but are not limited to the following: reprimanding the student orally or in writing; requiring work affected by the academic dishonesty to be redone; administering a lower or failing grade on the affected assignment, test, or course; removing the student from the course; and/or recommending probation, suspension, or dismissal.

Children in Class

While we appreciate the challenges faced in babysitting when both parents are students, this situation has posed challenges for instructors and other students in classes. In the case of emergencies, please consult your instructor if there is a need to make an exception to this policy on basically a one-time only basis. This one-time exception should not be cause for any disruption to the regular conduct/teaching of the class

Dress Code

As you are in a professional program, faculty and staff in the School of Education expect that you will not embarrass them by being out of the clearly stated BYUH dress standards. Dealing with these issues is uncomfortable, at best, for all parties involved. The current dress code has been clearly interpreted in an address to the women on campus by Sister Wheelwright, wife to the President of BYUH. Clothing should be loose fitting as opposed to form fitting; not display inappropriate parts of the body when attending classes or conducting activities in class or in the public school classrooms, including bending over to help students, reaching upwards to write on a board, etc. Honoring the dress code also includes raising the quality of the clothing worn to a standard that is reflective of a professional, e.g., no jeans, cut-offs, PE clothing, faded/tattered look. Men are expected to follow the published standards for grooming, e.g., hair style/length, facial hair, general grooming appearance.

Pagers and Cell Phones

Simply stated, pagers or cell phones are not to be used in the classroom (this includes taking incoming calls, placing calls, sending text messages, and checking pager messages etc.) Set your pager or cell phone to vibrate as opposed to ring. If there is an emergency that may require you to use your pager or cell phone during class time, please notify your instructor ahead of time. Otherwise, if class is interrupted with a pager or cell phone, the owner of that device will provide the class with cookies and drinks at the next class meeting.

Personal Computers in Class

While we encourage the use of computers in the classroom, such use is intended to complement, not detract from class content. Any use of computers during class time that is not related to the class is not appropriate. This would include texting, checking email, facebook, or doing homework for another class.

Professional Dispositions

Evidence of the development of students' professional dispositions is a requirement for the School of Education accreditation with the State of Hawaii. We gather this evidence through the use of the School of Education Professional Dispositions (blue) sheet, and this becomes the set of conduct standards for every student and member of the School of Education.

Students will complete a self-assessment at the beginning and the end of each course throughout the teacher education program. The professor will countersign each self-assessment at the end of each course. This countersignature will constitute agreement with the student's self-assessment and indicate having met the requirement for these standards. Any concern regarding disposition standards will be addressed on an individual basis with the professor, program chair and dean. No student can complete the teacher education program who does not meet each and every professional disposition consistently.

Sexual Harassment

Title IX of the U. S. education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Service at [780-8875](tel:780-8875) (24 hours).

Student(s) With Disabilities

Brigham Young University Hawai'i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified person with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Students with Special Needs Counselor, Leilani Auna, at 293-3999 or 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the BYUH Human Resource Services at 780-8875 (24 hours).

Syllabus/Course Outline

This syllabus/course outline represents the professor's best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. **Any adjustments by the professor will be fully disclosed and discussed with the class.**