LEARNING AND LEARNERS

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LEARNING GOALS.  By the end of the course, you should be able to:

(1) Understand major concepts, principles and research associated with theories of human cognition, learning, and achievement.

(2) Use these understanding to analyze the strengths and weaknesses of alternative teaching models, instructional strategies, and assessment methods.

(3) Begin to rely on these understandings in designing, planning, and adapting instruction and assessment.

FIELDWORK IN EDUCATION 506

As do all courses in the Whittier College teacher education program, EDUC 506 requires a minimum of 10 hours of fieldwork in a K-12 school classroom. Those currently engaged in full time grade K-12 teaching (Teachers of Record) or frequent substituting will meet the fieldwork requirement in their own classrooms. Those who are not yet teaching full time should see the instructor to discuss options for meeting fieldwork requirements.
COURSE READINGS

✓ Selected book chapters and articles will be distributed to be read throughout the semester.

ASSESSMENT & GRADING

1. Classroom participation is mandatory. If you are unable to make a class you need to notify me to schedule a make-up assignment related to that session’s content. If you do not do this, your grade will be lowered by one half step. Classroom participation will be worth 50 points of your total grade.

2. Seven (7) reflections based on your fieldwork. You will be provided with writing prompts that reflect that week’s content.
   a. Each reflection should be typed, double-spaced, no more than 2 pages.
   b. Reflections are scored using a 15-point rubric.
      i. 5 points for answering the question
      ii. 5 points for grammar
      iii. 5 points for thoughtful analysis
   c. Reflections will be handed out at the end of class on Tuesday and should be turned in at the beginning of class the next Tuesday.

3. Choose 4 articles from the weekly reading and provide three short paragraphs for each article (discussion points). Each paragraph should focus on interesting points, questions, or comments you had regarding the article. We will then discuss these in class. Five points will be given for each complete (3 paragraphs) discussion points assignment turned in. This is assignment is due at the end of class on the day the articles were assigned.

4. Final Exam. Your final exam will be a paper and presentation to be turned in on the last day of class. The paper should describe how you would use the learning theories presented in class to meet the needs of:
   i. All learners
   ii. Your lowest 5-6 students
   iii. Special education, language learner, or other diverse student population
   b. This assignment will be due on or before the last day of class.
   c. The paper and presentation are each worth 50 points.
   d. This assignment should be at least 10 pages. In the paper you should describe how you would use any or all of the learning theories presented in class to include the three groups of students during a lesson or throughout the day.

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Please keep in mind that students must earn a grade of B- or above in EDUC 506 (and other courses in the teacher preparation program) to remain in good standing in the program.

PERSPECTIVE AND POLICIES

I respect and value people who advocate in their own behalf, who think independently and critically, and who thoughtfully challenge authority. So please, if the class isn’t working well for you, communicate that to me immediately! (Don’t “suffer in silence.”) In class sessions or in private, raise questions and concerns, express disagreement, seek clarification on assignments or about grades. I don’t promise that I will agree with your
viewpoint or take actions that you propose. However, I do promise to listen respectfully, to reflect carefully on your perspective and recommendations, and to dialogue honestly with you. I also promise that you will never be “penalized” (e.g., in grading) for speaking up, questioning, or challenging.

With those ideas in mind, here are some policies that I trust I won’t need but that we have to make clear “up front.”

**Academic honesty.** You are expected to know and conform to the definitions and policies regarding academic honesty printed in the *Whittier College Catalog*. If you have any questions at all in this area, please discuss them with us well before the first scheduled exam.

Policy:

• If dishonesty is observed or suspected during an exam, a grade of zero points will be assigned for the examination; the Dean of Students will be notified of the infraction; and the student’s status in the teacher education program will be reviewed by the Department of Education and Child Development.
COURSE SCHEDULE

Session 1
Introductions

Session 2
Behavioral Learning Theories

Readings:

Session 3
Information Processing

Readings:
Session 4
Metacognition

Readings:

Session 5
Piaget – Cognitive Development

Readings:
Session 6
Vygotsky – Cognitive Development

Readings:

Session 7
No class
Session 8

Situated Learning

Readings:

Session 9

Social Cognition and Motivation

Readings:
- Bonk, C.J., & Cunningham, D.J. Searching for learner-centered, constructivist, and sociocultural components of collaborative educational learning tools.
Session 10

Content-Area Learning

Readings:


Session 11

Differentiated Instruction

Readings:


Session 12

Assessment

Readings:

Session 13
Assessment and Instruction

Readings:


Session 14
Final Presentations