

**CDEV 300 Theories of Learning in Early Childhood Education**

**Credit Hours:** 3

**Scheduled hours per week**

Lecture:

Online

Lab: #

Other: 20 field experience hours

**Catalog Course Description:** Focus on psychological learning principles and their classroom applications in early childhood education. Major classical and modern theories of learning are emphasized.

**Pre-requisites:** Admission to the Child Development BAS program.

**Co-requisites:** Field experience hours (20 Hours). Field experience hours must be completed to pass this course.

**Course Learning Outcomes:**

1. Identify and analyze the major theories of learning.
2. Analyze the role of the affective domain in the acquisition of cognitive and psychomotor skills.
3. Evaluate the impact of student affective characteristics
4. Identify other factors and their contributions to learning.
5. Improve techniques of communication that enhance learning.
6. Evaluate the theory of multiple intelligences.
7. Identify factors relating to differences in learning, including environment, poverty and diversity.
8. Identify, use and write learning objectives and lesson plans.

**Topics to be studied:**

1. Cognitive development
2. Self, Social and moral development
3. Learner differences and learning needs
4. Language Diversity and Immigrant Education
5. Culture and diversity
6. Behavioral views of learning
7. Lesson planning- Creating Learning Environments, Differentiation
8. Cognitive views of learning
9. Learning sciences and constructivism
10. Social cognitive views of motivation
11. Motivation in learning and teaching

**Relationship of Course to Program or Discipline Learning Outcomes:**

This course offers students the opportunity to explore the theories and strategies related to developmental levels of and processes of learning. Students will have the chance to plan and implement developmentally appropriate curriculum based on knowledge of child development and educational theory with consideration for the multiple factors that influence child development. Students will select, use, and evaluate assessment techniques and strategies, such as observation and documentation. This course will allow the students to work with others, in a community of learners, to support children's learning. Students will identify as an early childhood professional and

participate in the profession through commitment to the Code of Ethical Conduct, professional organizations and professional development, and advocacy for children and families.

<b>Relationship of Course to General Education Learning Outcomes:</b>	
<b>Composition and Rhetoric</b> Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.	X
<b>Science &amp; Technology</b> Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.	
<b>Mathematics &amp; Quantitative Skills</b> Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	
<b>Society, Diversity, &amp; Connections</b> Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	X
<b>Human Inquiry &amp; the Past</b> Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.	X
<b>The Arts &amp; Creativity</b> Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.	
<b>5/3/2016</b>	

**Special requirements of the course:**

1. Class sessions will consist of online instruction, discussion, and video with the integration of cooperative learning and multiple intelligence theory.
2. Students will read, review and critique relevant literature.
3. Students will complete a reflective journal in regarding their field placement involving the application of learning theory.
4. Students will complete a field experience summary.
5. Students will complete lesson plans based on the WV standards or the student’s state standards and the children’s interests.
6. Students will be assessed through various alternative assessments. The field experience supervisor will submit an evaluation of field experience placements.
7. Students will submit field experience paperwork.

**Additional information:**

NA

**Prepared by:** Christi Calvert

**Date:** January 16, 2018