

EDUC 300 Theories of Learning**Credit Hours:** 3**Scheduled hours per week**

Lecture: 3

Lab: #

Other: 20 field experience hours

Catalog Course Description: Focus on psychological learning principles and their classroom applications. Major classical and modern theories of learning are emphasized. An exploration of learning styles, metacognition and forms of problem solving and their importance in the classroom to the early and middle childhood teacher.

Pre-requisites: PSYC 241, EDUC 200

Co-requisites: Field experience hours (20 Hours) This course is to be taken the semester applying for admission to program.

Course Learning Outcomes:

1. Identify and analyze the major theories of learning. (WVPTS 1B, 2A, 2C, 2E, 3D, 3F) (InTasc 1, 2, 3) (ACEI 3.1) (Praxis 5622 I. A1, A2, A3, A4, A5, II. B1, B11, C4, D1, D1, IV. 2) (ISTE 1A) (CAEP 1.1, 1.3) (Assessment: exam, written assessment, journal entries)
2. Analyze the role of the affective domain in the acquisition of cognitive and psychomotor skills. . (WVPTS 1B, 2A, 2B, 2C, 2D, 3B, 3D, 3F) (InTasc 1, 2, 3, 7) (ACEI 1.0) (PRAXIS 5622 I. A4, A5, B1, B4, B5, C1, II. A5, B1, D1, D2) (ISTE 1A) (CAEP 1.1, 1.3) (Assessment: exam, written assessment)
3. Evaluate the impact of student affective characteristics (WVPTS 1B, 2A, 2B, 2C, 3D, 3F) (InTasc 1, 6, 8, 10) (ACEI 1.0, 3.4) (ISTE 1A) (CAEP 1.1, 1.2, 1.3) (Assessment: exam, written assessment)
4. Identify other factors and their contributions to learning. (WVPTS 1B, 2A, 2B, 2C, 2D, 2E, 3B, 3D, 3F) (ACEI 3.2) (Praxis 5622 I. A1, A2, A3, A4, A5, B1, B4, B5, C1, II. B1, B1, B12) (ISTE 1A) (CAEP 1.1, 1.3) (Assessment: exam, written assignment, journal entries, field experience evaluation)
5. Improve techniques of communication that enhance learning. (WVPTS 1B, 2A, 2B, 2C, 2D, 2E, 3B, 3C, 3D, 3F) (InTasc 3, 7, 8) (ACEI 3.5, 5.2) (CAEP 1.1, 1.3, 1.4, 1.5, 2.3) (Assessment: exam, field experience evaluation)
6. Evaluate the theories of learning styles. (WVPTS 1B, 2A, 3D, 3F) (InTasc 1, 2, 3) (ACEI 3.2, 3.4) (Praxis 5622 I. A5, B1, C1, II. A2, B1, B2, B10, C3) (ISTE 1A) (CAEP 1.1, 1.3) (Assessment: exam, written assessment, lesson plan assessment)
7. Identify factors relating to differences in learning, including environment, poverty and diversity. (WVPTS 1B, 2A, 2B, 3D, 3F) (InTasc 1, 2, 3, 7, 8) (ACEI 3.2, 3.4) (Praxis 5622 I. A5, B1, B3, B4, B5, II. D2, D3, D4) (CAEP 1.1, 1.2, 1.3, 2.3) (Assessment: exam, written assessment, journal entries, field experience summary, field experience evaluation)
8. Identify technology and incorporate into lesson plans. (WVPTS 1B, 1D, 3C) (InTasc 3, 6, 7, 8) (ISTE 1B, 2A, 2B, 2C, 2D, 3D, 4A, 4B) (CAEP 1.1, 1.3, 1.4, 1.5) (Assessment: lesson plan assessment)
9. Identify, use and write learning objectives and lesson plans. (WVPTS 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3D, 3E, 4C, 5I) (InTasc 1, 2, 3, 6, 7, 8) (ACEI 3.1, 3.4, 4.0, 5.1) (Praxis 5622 II. A1, A2, A3, A5, A6, A7, B1, B2, B3, B10, B11, B12, C2, C3, C4, III. A1, A2, A6, IV. 1, 2, 3) (ISTE 1A, 1B, 2A, 2B, 2C, 2D, 3D, 4A, 4B) (CAEP 1.1, 1.3, 1.4, 1.5) (Assessment: lesson planning assessment)

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 gain an understanding of the importance of planning, decision making skills, and interpersonal skills by working together in teams to complete projects. Diversity, teaching skills, and professional commitment will be addressed in this course through the tutoring project at the Boys and Girls Club. This allows the student to use different theories in practice through exploration to interact with students from diverse backgrounds to achieve learning for all students with a community-based opportunity. In conjunction with the Social Justice policy, one of the objectives of this course is to prepare students for a full and meaningful participation in a changing world. This course will raise awareness of students to foster tolerance and acceptance of diversity of all persons.

Relationship of Course to General Education Learning Outcomes:	
Composition and Rhetoric 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
Science & Technology 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.	
Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	
Society, Diversity, & Connections Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	X
Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.	X
The Arts & Creativity Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.	
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Special requirements of the course:

1. Class sessions will consist of lecture, discussion, and video with the integration of cooperative learning.
2. Students will read, review and critique relevant literature.
3. Students will complete an electronic reflective journal in Livetext regarding their field placement involving the application of learning theory.
4. Students will complete a field experience summary in Livetext.
5. Students will complete lesson plans based on the WV standards.

6. Students will incorporate technology in the design of lesson plans to be used in their classrooms and submitted in Livetext.
7. Students will be assessed through various alternative assessments completed individually and in cooperative learning groups.
8. The Boys and Girls Club supervisor will submit an evaluation of field experience placements.
9. Students will submit field experience paperwork.
10. Students will have a current Livetext (or affiliate) subscription and use Blackboard.
11. Students will complete a background check.
12. Students will complete a disposition rubric and submit in Livetext.
13. Instructor will complete the Admission to Teacher Education form.

Additional information:

NA

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