ED5060 – Moberly

Educational Leadership, Learning and Curriculum Department

Course Number, Name: ED5060, Theories of Learning and Cognitive Development
Instructor: Suzanne Moberly, MEd, CAGS
Office Location: Before and after class in Highland Hall 039 and/or Online Availability: Call anytime, leave a message if I am not there. I will respond within 24 hours. Phone 603-991-8767
PSU E-mail: smmoberly@plymouth.edu
Term and Year: Fall 2013
Course Delivery: Tue OCT 1, 5:00 pm - 8:30 pm Highland Hall 039
Tue OCT 29, 5:00 pm - 8:30 pm Highland Hall 039
Tue NOV 5, 5:00 pm - 8:30 pm Highland Hall
Tue NOV 12, 5:00 pm - 8:30 pm Highland Hall 039

AND Online Moodle Assignments between Oct. 2 & Oct. 29.

PLEASE READ SYLLABUS CAREFULLY! IT IS YOUR GUIDE TO THE COURSE. Course Delivery (Times, Days and Locations, and/or Online in Moodle, including information for access to and expectations in Moodle):

Catalog Description

An overview of current theories concerning the brain, development, and learning. Analysis of developmental concepts from birth through adolescence and adulthood. Discussion of language acquisition, thinking and learning styles, multiple intelligence, and creativity. Topics include teaching, learning, and assessment issues related to cultural diversity, technology, and learning differences.

Online in Moodle 2—this course is asynchronous—students are expected to post assignments weekly and responses to peers a minimum of 2 times per week. This course uses the Moodle discussion forum feature, but we do not have regular scheduled meeting times online. Download the syllabus from the syllabus link and go to the discussion forum for regular posting of papers/assignments. Much of the course content is located on the main page as you log into the Moodle class page. Please be sure to check Moodle regularly and examine the links within each module AND INCLUDE COMMENTS ABOUT THE CLIPS IN YOUR PAPERS. You will need some kind of video viewer to be able to watch videos within the modules.

Instructions for Online/Moodle part of the course: Theories of Learning

1. Please use the syllabus as your guide to papers and assignments. It spells out what is due when. Below are some general rules.

2. Please try to post your review/reflection/discussion/responses of your classmates’ papers or discussion postings for a given discussion week no later than Tuesday @ 9:00PM.

3. Comment/reply publicly to at least 2 of your classmates’ papers—preferably the person who posted just before you and the person who posted just after you (so everyone has responses to their papers/posts)
with substantive comments about content within their papers. Your job is not necessarily to be unnecessarily critical, but to provide thoughtful reactions and feedback to their content. d. I am pretty flexible about these times, but for those of you needing structure, these serve as a guide as long as you do not get more than a couple of days behind your classmates. It is VERY difficult to get caught up as this class moves very quickly! Your Discussion Board grade is also based on your timely response to your classmates postings.

3. On Moodle, you will be checking the discussion forums regularly: a. You will check the board daily if possible for postings and respond to discussions you feel compelled to join b. My comments are designed for EVERYONE to read. Much like in a class discussion, my comments are meant as learning points. Please do read all postings.

c. The expectation is that every week/module, you will post a minimum of 2 substantive public responses to your classmates’ papers/thoughts/blogs/discussion forum postings. d. I will be grading your assignments on the assignment board—only you can see my reviews on the assignment board—please post graded assignments on both the discussion forums as well as the “assignments” space so we can all learn from each other’s papers and I can privately grade each of your papers. e. If you have any “private questions” please email me at smmoberly@plymouth.edu, but if you have a general question or comment post it in the section called “announcements.”

4. For videos and other supplemental material: a. The expectation is that you will be reviewing the content in the learning modules for each week/module. Failure to incorporate the content of the modules into discussion will result in your grade being reduced. b. The content in the learning modules will require that you are able to stream video and audio online. If you have an issue with technology, you may want to see if you can gain access through your school and watch clips together. Generally folks do not have a problem with the audio and video clips.

5. Have fun—this course is really about you and your own learning in ways that are meaningful and connect to your classroom practice. I hope that we will have a lot of lively online discussions that really help inform your own learning and reflection on your practice in the classroom. I’m flexible about dates understanding that life happens, just please let me know if you need a little extra time for an assignment.

Course Overview

What is our overarching question in this course?

1. What cognitive strategies can we use that are most likely to improve student learning in the classroom (and beyond)?

2. This question is basically causal—meaning, we want to figure out which strategies are most likely to CAUSE improved learning in the classroom (and beyond). However, there is a CONFLICT because there are so many contradictory voices, research outcomes, sources of information that it is difficult to know what strategies are most effective. So, we have some COMPLICATIONS in our story of this course—the complications come from the different sources of evidence and how to know what to believe or implement in our classrooms. And there are a lot of CHARACTERS in this story—from all of us in this class and our own experiences learning to the authors of the texts and researchers we will read (or have read). Whom can we trust? How do we know?

Course Learning Outcomes: At the conclusion of this course, students will be able to:

1. Design evidence-based strategies to enhance purposeful thinking/cognition used in their own classrooms. (Assignment 1, Presentation, and Final Paper)
2. Apply theories to their workplace settings and professional roles, through the development of the brain-compatible lesson plan. (Assignment 1 & Discussion Board Assignments)

3. Review a variety of research sources/evidence on how the brain learns to inform an original analysis on a learning-related topic. (Final Paper)

Course Overview

In this course, the student will have the opportunity to:

1. Study, read, and analyze various theoretical models of thinking, learning, human consciousness, and language acquisition. (Global Awareness/ Social Responsibility/ Knowledge)
   a) How does society describe learning?
   b) How would you describe the ways that you think, first in the past as a child and now as an adult? c) What is meant by "It is not how smart you are, but how you are smart?"

2. Review, reflect, and respond to current readings of research in neuroscience, learning theory, language acquisition, effects of trauma on brain function, and the development of self relative to learning. (Reflection/Innovation/Collaborative)
   a) How do we learn? b) When do we start understanding the differences between languages? c) What is a mentally fit brain? d) What kinds of knowledge should be part of the educational experience? e) What is creativity? f) What are the connections among motivation, inspiration, imagination, and aspiration?

3) Examine, through critical readings, observations, and discussions, the connections across the topics of brain research, multiple intelligence theory, learning styles, language acquisition, teaching, and learning (Leadership and Advocacy)
   a) What is the connection between emotions, consciousness, and learning? b) What is the new research on happiness? c) What are the patterns in the way we grow socially, emotionally, and morally?

4. Apply theories to their workplace settings and professional roles, through the development of the learning model, book review, and scholarly paper. (Scholarship/Application)

5. ISSLC Standards for Educational Administration (Professionalism and Service)

- Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: An educational leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

6. NH State standards knowledge of the social, emotional, cognitive, moral learning, and developmental factors.

Textbook List/Bibliography/Recommended Reading/Resources


6. There are additional readings and links on Moodle site and videos with additional information on each of the authors’ websites.

Recommended Text:


For assistance with APA style, see the APA website for rich resources: http://www.apastyle.org/index.aspx

Additional Possible Readings for Extended Scholarly Investigation or as Sources for Research or Outside Interests.


**COURSE ACTIVITIES and LEARNING:**

**Week One: Before class:** Go to www.danafoundation.org and sign up for free newsletters. Download from Cerebrum Magazine, “Gut Feelings: Bacteria and the Brain” by Jane Foster, July 2013. Read for class on October 1, 2013.

In class: Introduction to Vygotsky’s Sociocultural Learning Theory and Social Constructivism and in class activities.

**Week Two: Online in Moodle:**


Discussion Board: Think of a child you may have had or have in class who is a struggling reader. What are some insights from the readings that you may apply to the situation to assist this child to improve his/her literacy? Provide examples and strategies.

**Week Three: Online in Moodle:**

Read “Thinking Maps as Transformational Language for Learners” by David Hyerle.

View: “The Bill of Rights LOCI Method, MAMS Middleton Middle School” on youtube.

**Think about what are fundamental learning skills.**

Research this topic through Lamson Library’s databases and read at least two scholarly articles on the subject. Provide APA references to the articles you use and any other references that you may refer to.

Discussion Board: Discuss your current challenges in keeping kids engaged in the classroom and why the articles you choose address your particular concern. Was your research enlightening? And what additional insights or questions did your reading evoke? Please share this with your fellow learners on the discussion board.
Assignment 1: Design a Lesson Plan on a topic of your choice which includes the use of some form of thinking map. You may download free software from SmartDraw or Thinking Maps (This is David Hyerle’s website.) Please be sure to download only when you think you may be ready to produce a product. Each has a limited timeframe for free use, then you have to buy the product! Or you could use your own version of the LOCI Method. Or you could share another thought organizational tool for helping students organize and remember content.

Within the content of your lesson plan, please explain why you think this particular lesson and thinking map will work to assist students in organizing their thinking. In addition, using information from Sousa, explain how this lesson serves to facilitate learning through your use and awareness of neuroscience.

Due Date: Your Lesson Plan using a thinking map is due posted in the Assignment Box by Sunday, October 20th. ALSO POST YOUR LESSON PLAN ON THE DISCUSSION BOARD. You may upload it as an attachment.

Week Four: Online in Moodle: Language Acquisition.

Read: Chapter 7 in Thought & Word

Read: In Metaphors We Live By, Pages 3-24 & 156-184 & 254-259.

On Discussion Board respond to the following:

How do you use metaphor to construct your own concept of self and how you relate to the world? Provide examples. Think about how your students use metaphor to create a sense of reality that helps to structure their concept of the world around them. Provide examples and discuss what this tells you about a particular student or groups of students. How could this assist you in communicating and understanding your students? Discuss the topic from both perspectives.

To prepare for class on October 29th: Read: Antonio Damasio, “The Making of Core Consciousness” from The Feeling of What Happens.

Assignment 2: Using VoiceThread, Prezi, or another video/voice capable program of your choice, create a 12 minute presentation in which you explain by using specific examples, on one of the following topics. If you have your own topic relative to neuroscience, cognitive learning theories, consciousness, or language acquisition that you would wish to explore, I am open to your independent choice of topic, but it must be cleared with me before proceeding. DUE IN CLASS on November 5, 2013.

Suggested topics:

1) Create a presentation on the intersection of language acquisition and development on a student’s ability to learn.
2) Present a book review on an additional reading of your choice concerned with cognitive development, language acquisition, or the impact of neuroscience on learning and teaching. Explain why this choice is relevant to you and/or has enhanced your own understanding of the topic. (Please clear your book selection with me first.)

3) Create a presentation on how adolescent brain development influences a teen’s ability to learn and process information. Explain how this is helpful in teaching teens.

4) Focus on a specific aspect of the Sociocultural Learning Theory and how being aware of this aspect may enhance teaching and understanding of student behavior.

5) Or a topic of your choice.

Oct.29-Week 5: In class.

-The development of Consciousness. View short video on reading brain scans. Implications?

-View TedTalks- Antonio Damasio.

Work with a partner to develop your autobiographical self. Other activities.

Scheduling who will present their individual presentations in class on Nov. 5 & 12.

Assignment of Final Paper, Due Nov. 20, 2013.

Nov. 5-Week 6: In class.

-First round of Presentations.

-Poverty and implications on learning and brain development.

-Trauma and implications on learning and brain development.

-How to grow a good brain.

-APA check in.

Nov.12-Week 7: In class

-Next round of in class presentations.

-Discussion of proposed Final Paper topics. Remember- FINAL PAPER Due on Nov. 20, 2013.

EVALUATION:

1) Your overall participation and investment in the course always enhances or detracts from your final evaluation.
2) Lesson Plan Assignment: 25%
3) Discussion Board Participation and Assignments: 25%
4) In class Presentation: 25%
5) Final Paper: 25%