

Human Development II: Learning and Development
CD 2310 CRN: Credit hours: 3

Plymouth State University, Elementary Education and Childhood Studies Department
Semester, Year

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Course Description: This course explores human learning and various factors (environmental and biological) that influence learning. Students learn about the kinds of science that contribute to our understanding of learning and explore the ways in which scientific findings are applied and misapplied today. Collaborative team research emphasizing critical thinking and professional application of developmental science is a key component of this course. Prerequisite: CD2300 (Human Development I: Child Development)

General Education:

Students take a three-credit Writing course (within a major) that contains significant writing experiences appropriate to the discipline. These experiences must include Writing Across the Curriculum activities that facilitate student learning and help students become better writers. At a minimum these activities demonstrate three specific aspects. (1) Students in the course do substantial writing that enhances learning and demonstrates knowledge of the subject or the discipline. Writing should be an integral part of the course and account for a significant part (approximately 50 percent or more) of the final grade. (2) The course demonstrates an approach to writing as a process where students have the opportunity to submit and receive feedback on multiple drafts of major assignments. (3) Students have the opportunity to write for formal and informal, graded and ungraded occasions throughout the course with an emphasis on the use of writing as a mode of learning.

This course fulfills the Writing Connection (WRCO) requirement of the program: it includes significant writing experiences that help students explore the ideas in the course as they build writing skills appropriate to education and the other childhood studies professions. In addition, this course will address *critical thinking* by encouraging students to critique and evaluate source material, *reading* skills by requiring students to review and report on material from a variety of sources, *writing* by requiring a variety of writing activities, *speaking and listening* skills through creation of a professional development session, and *conducting research* by completing research projects in *collaborative* teams that will create interactive educational websites (*information technology*).

Standards Addressed:**ACEI/NCATE (2007 Elementary Education Standards):**

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

(partial) 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

(partial) 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

(partial) 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments

For standards labeled "partial," the course will emphasize the background knowledge students need in order to be able to implement appropriate instruction in later courses and in the field.

Course Objectives:

- Acquire foundational knowledge of human learning and development and apply that knowledge to professional practice (ACEI/NCATE Standard 1.0)
- Link general knowledge of typical and atypical behavior of children to specific knowledge about learning (ACEI/NCATE Standard 1.0, 3.1, 3.3, 3.4)
- Identify and explain some of the most common applications and misapplications of the learning sciences to educational practices in and out of the classroom (ACEI/NCATE Standard 3.1, 3.3, 3.4)
- Develop and refine skills to find, select, evaluate and utilize information available from a variety of sources including scholarly journals, popular media, books, websites, and more
- Develop and refine communication skills through regular writing and revision activities, oral presentations, group discussions and online forums

Performance-Based Objectives—Upon successful completion of this course the student should be able to:

- 1.) “[K]now, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation” as demonstrated by achieving cumulative scores of at least 70% on online quizzes and a score of at least 80% on each of the three written exams. (ACEI/NCATE 1.0)
- 2.) Identify and explain major applications and misapplications of the learning sciences to educational practice and identify appropriate and inappropriate learning activities based on evidence from the learning sciences. Students will demonstrate these skills by successfully completing a research project and creating a professional development seminar on an important topic in the learning sciences. (ACEI/NCATE 1.0, 3.1, 3.3, 3.4)

Relationship to Conceptual Framework: This course has been designed to support the conceptual framework for Teacher Education at Plymouth State University, the five components of which are summarized by the acronym CHECK.

- ✓ **COMMITMENT and COLLABORATION:** Students will demonstrate these traits by attending class faithfully, completing all work in a timely manner and to the best of their abilities and by participating fully in classroom activities and group assignments.
- ✓ **HOLISTIC:** This course will take a holistic approach to learning and to the field of human development. The instructor will help students use a variety of ways to learn and gather information while the course itself will maintain a focus on the ways in which human development connects to the larger whole of the scientific community and communities of educational practice, and contributes to a more holistic understanding of children and learning.
- ✓ **EXPERIENCE:** Emphasis in this course on methods of developmental study provide students experience in finding and applying information to their work with children. The skills gained in this course provide students skills needed in the experience of lifelong learning.
- ✓ **KNOWLEDGE:** Students will develop a general knowledge base in learning and development but, more importantly, they will acquire the skills they need to access to high quality information and the ability to discern the quality of information presented in a variety of formats.

Documented Disabilities (ADA) Statement: Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Accommodation for this course from the PASS Office, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

Academic Integrity: Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education.

Members of the academic community are expected to report all instances of those violations which come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the policies by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it that is dishonorable.

For full information visit: <http://www.plymouth.edu/office/registrar/academic-policies/academic-standing/>

Attendance Policy:

- *Class attendance is required.* Because participation and in-class activities account for a significant portion of your grade, it is essential that you attend class regularly.
- If you will miss class because of illness or another legitimate reason, you must notify me by email or phone prior to the start of class. If I do not receive timely notification, your absence will not be considered excused.
- Tardiness and absenteeism display a lack of professionalism and are markers of disrespect for your classmates and the course. Excessive lateness or repeated absence will result in an ACT FOR GROWTH plan. Four unexcused absences will result in an ACT FOR GROWTH. **Further absences may result in a failing grade.**

University Policy: www.plymouth.edu/undergraduate/files/2010/11/Class-Attendance-Policy.pdf

Required Texts:

Willingham, D. T. (2012). *When can you trust the experts?: How to tell good science from bad in education.* San Francisco, CA: Jossey-Bass, a Wiley imprint. ISBN: 9781118130278 (Referred to in the schedule of assignments as “When can you trust...?”)

Wood, Chip (2007). *Yardsticks: Children in the Classroom Ages 4 – 14*, Third Edition. Turner Falls, MA: Northeast Foundation for Children, Inc. ISBN#978-1-892989192 (paperback) (Referred to in the schedule of assignments as “Yardsticks”.) **Please keep this book as you will need it for classes during junior and senior years.**

Other readings as assigned and posted on Moodle or Course Reserves

Grades: Your course grade will be determined as follows:

Participation and In-Class Activities (e.g., writing, group work, presentations)	10%
Weekly Online Quizzes	15%
Exams (Three total) Each is part take-home essay, part in-class closed book	25%
Research Project and Professional Development	30%
Final Reflection and Self-Assessment	10%
Research Blog	10%

Fair Grading Policy: www.plymouth.edu/undergraduate/files/2010/11/Fair-Grading-Policy.pdf

Class participation encompasses the following: attendance at class; preparation for class; bringing relevant materials to class (texts/articles, etc); participation in class discussions, in-class writing and other activities; taking the responsibility to seek help when necessary; and demonstrating in class discussions and written work that you have worked to master the course objectives and concepts.

In-Class activities will include short in-class writing assignments as well as short presentations, group activities, and several brief homework assignments.

Weekly Online Quizzes will be administered through Moodle. Questions will be multiple choice and the quizzes will be cumulative. The quizzes are designed to facilitate recall and assist with learning. Students will be allowed two attempts. They will receive full credit for 70% or better. (ACEI/NCATE 1.0)

Exams: There will be three exams during the semester. Each exam will consist of a take-home essay question (to be turned in on exam day) as well as a closed-book, in-class exam with short-answer and multiple-choice questions through which you will be asked to demonstrate and apply your knowledge. (ACEI/NCATE 1.0)

Research Project and Professional Development. In teams of four or five, students will conduct a research project on an important issue in learning and development today. They will collect information from a variety of sources and create an educational website about the issue. The intended audience for this website is parents of children in school and afterschool settings and professionals working with children, which will allow students extensive practice with writing appropriate to the discipline. The website will incorporate a variety of media types (e.g., print, audio, video) and will present an overview of the issue, resources, references, and more. As a culminating project students will create and present (to their classmates) a brief (45 minutes to one hour) professional development on the assigned issue. The session will be recorded and included on the website. (ACEI/NCATE 1.0, 3.1, 3.3, 3.4)

Final Reflection and Self-Assessment. As the final written assignment for the course, students will be asked to write a reflection in which they link their research experience to their understandings of child development and human learning. They will discuss what they learned during the research process and provide a critique of their own contributions to the group project.

Research Blog. To ensure that all students actively contribute to the research process throughout the semester, and to help students refine their critical thinking skills, teams will create research blogs as part of their websites. Each week (beginning when the project is introduced), each team member will contribute a critique of a source to add to the team's reference list and webliography. Teams will work together to ensure that there are no repeats of sources and that there is a balance of kinds of sources including scholarly articles, popular magazines, newspapers, online media, etc. The blog entries should highlight connections among readings and course material.

*****Schedule subject to Change*****

Date	Material to be Discussed	What to Read/View	Assignments Due
9/5	Intro and Course Overview	Review Syllabus and Moodle Page	
9/7	Intro to the Learning Sciences “When can you trust...?” Intro	“When can you trust...?” Intro	
9/10	Behaviorism	Online Lecture on Behaviorism “When can you trust...?” Ch. 1	Writing Exercise Due
9/12	Discuss “When can you trust...?” Ch. 1	“When can you trust...?” Ch. 1	
9/14	Information Processing	“When can you trust...?” Ch. 2 Online Lecture: Information Processing	
9/17	“When can you trust...?” Ch. 2	“When can you trust...?” Ch. 2	
9/19	Memory	Online Lecture on Memory “When can you trust...?” Ch. 3	Online Quiz Closes at Start of Class
9/21	“When can you trust...?” Ch. 3	“When can you trust...?” Ch. 3	
9/24	Brains “Neuroscience for Pre-K-12 Educators”	“When can you trust...?” Ch. 4 “Neuroscience for Pre-K-12 Educators” (On Moodle)	
9/26	Brains “When can you trust...?” Ch. 4	Article/Video from Center on the Developing Child (Link on Moodle) “When can you trust...?” Ch. 4	Online Quiz Closes at Start of Class
9/28	Brains “When can you trust...?” Ch. 5	“When can you trust...?” Ch. 5	
10/1	Brain-Based Learning and Education	Willingham Video (on Moodle) Jensen Video (on Moodle) Online “Scavenger Hunt”	Bring printed or electronic version of “Scavenger Hunt” results
10/3	Brain-Based Learning and Education	“Brain-Education Barrier” (on Moodle) “Which Brain Research can Educators Trust?” (on Moodle)	Online Quiz Closes at Start of Class
10/5	Exam 1: Essay due at start of class. In-class, closed-book exam with multiple choice and short answer.		
10/10	Intelligence “When can you trust...?” Ch. 6	“When can you trust...?” Ch. 6	

10/12	Intelligence When can you trust...? Ch. 7	“When can you trust...?” Ch. 7	
10/15	Multiple Intelligences	Howard Gardner Reading (on Moodle) Web search assignment (on Moodle)	Web search assignment printed or electronic version ready for class
10/17	Multiple Intelligences	Willingham Article (on Moodle) Willingham Video (on Moodle)	Online Quiz Closes at Start of Class
10/19	Learning Styles “When can you trust...?” Ch. 8	“When can you trust...?” Ch. 8	
10/22	Learning Styles	Critique of Learning Styles (on Moodle)	
10/24	Library Work Day: Research Blogs begin this week!	Review Research Project Requirements on Moodle	Online Quiz Closes at Start of Class
10/26	Executive Function, Self-Regulation, Metacognition	Diamond Article (on Moodle)	
10/29	Executive Function, Self-Regulation, Metacognition	Blair and Razza Article (on Moodle)	
10/31	Executive Function, Self-Regulation, Metacognition	Metacognition Chapter (on Moodle)	Online Quiz Closes at Start of Class
11/2	Exam 2: Essay due at start of class. In-class closed-book exam with multiple choice and short answer.		
11/5	Stress, Sleep, Nutrition	Center on the Developing Child (video and articles—links on Moodle)	
11/7	Library Work Day: In-class assignment TBA	Review in-class assignment on Moodle. Prepare for Library Work Day	Online Quiz Closes at Start of Class
11/9	Stress, Sleep, Nutrition	Article TBD (on Moodle)	
11/14	Motivation and Engagement	Article as assigned (on Moodle)	
11/16	Research Work Day	Review in-class assignment on Moodle Prepare for Research Work Day	Online Quiz Closes at Start of Class
11/19	Motivation and Engagement	Article as assigned (on Moodle)	
11/26	Mindset, Resilience, Failure, Persistence	Dweck Articles (on Moodle)	
11/28	Mindset, Resilience, Failure, Persistence	Dweck Articles (on Moodle)	Online Quiz Closes at Start of Class
11/30	Mindset, Resilience, Failure, Persistence	Articles TBD (on Moodle)	
12/3	Research Work Day	Review in-class assignment on Moodle Prepare for Research Work Day	

12/5	Conceptual, Procedural, Factual Knowledge	Willingham Article (on Moodle)	Online Quiz Closes at Start of Class
12/7	Conceptual, Procedural, Factual Knowledge	Article TBD (on Moodle)	
12/10	Repetition, Drill, Expertise	Willingham Article (on Moodle)	
12/12	Repetition, Drill, Expertise	Article TBD (on Moodle)	Online Quiz Closes at Start of Class
12/14	Exam 2: Essay due at start of class. In-class closed-book exam with multiple choice and short answer.		
Exam Day	Groups will present and record their professional development sessions during the final exam time. Final Reflections and Self-Assessments due online by the start of the exam period.		

*****Schedule subject to Change****