UNIVERSITY OF CENTRAL FLORIDA
College of Education

I. Descriptive Information

Department: Educational Studies
Course Title: Learning Theory and Assessment
Course Number: EDF 4467
Course Credit: 3 hours
Intended Audience: Teacher education majors at the junior level
Semester: Spring 2010
Instructor: Dr. Michael Johnson
Internet Address: michael@mail.ucf.edu
Office Hours: TBA
Phone: 321-433-7976 (Palm Bay Office)

Catalog Description
Principles of learning as applied to classroom teaching situations, with emphasis on behavior, cognition, motivation, and assessment. This course is designed for juniors who plan to receive credentials to become classroom teachers.

II. Statement of Course Goals and Objectives

KEY: PEC = Florida Professional Education Competencies
      ESOL = English for Speakers of Other Languages
      FEAP = Florida Accomplished Practices

Through lectures, overhead, video and/or computer presentations, class discussions, student presentations, written assignments, exams, field experiences, and group interactions the student will, upon completion of the course, be able to:

1. Understand the role psychology in general, and educational psychology in particular, plays in the modern classroom. (FEAP/PEC 7)
2. Apply human development and learning theories to support the intellectual, personal, and social development of all students. (FEAP 7)
3. Explain how intelligence is defined, measured, classified, and describe the effect it has on student performance. (FEAP/PEC 7)
4. Understand behaviorism and social-cognitive theory and identify examples of their utilization from his or her field experience. (FEAP/PEC 7)
5. Understand cognitive learning theory and identify examples of its utilization from his or her field experience. (PEC 13; FEAP/PEC 4)
6. Understand constructivist and social constructivist learning theory and identify examples of its utilization from his or her field experience. (PEC 13; FEAP/PEC 4)
7. Identify the main factors which comprise motivated behavior and explain how cognition and motivation affect each other. (PEC 13)
8. Identify ways to facilitate students’ self-regulation in the classroom. (FEAP/PEC 9)
9. Distinguish more- from less-facilitating learning environments based on an understanding of educational psychological theory. (FEAP/PEC 3, 7, 9, 12; ESOL 18)
10. Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner. (FEAP/PEC 1, 9)

11. Compare and contrast various methods of assessment and cite examples of their use from his or her field experience. (FEAP/PEC 1)

12. Construct/evaluate a variety of instruments and/or assessment procedures. (FEAP/PEC 1)

13. Read, interpret, and explain standardized test data. (FEAP/PEC 1)

14. Create lessons and assessments that promote higher order, critical, and creative thinking. (FEAP 4/PEC 4)

15. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students. (LEP) (ESOL 18/PEC 14)

16. Recognize indicators of learning disabilities, especially hearing and language impairment and limited English proficiency. (LEP) (ESOL 25/PEC 14)

III. Approved Texts and Readings


IV. Academic Course Requirements

1. In-school/Clinical Experience

The 15 hour in-school experience for Learning Theory and Assessment concentrates on the relevance of psychological principles involved in learning and instruction in a classroom setting. Under the supervision of the classroom teacher or other qualified supervisor, each student will work with individuals or small groups in such activities as tutoring or small group instruction and will reflect on how the psychological principles play a role in the learning activities.

In order to give the student the greatest possibility of observing any developmental stages and/or other changes in the public school-aged students, a maximum of four hours per week is suggested.

This experience will form the basis of your Human Development and Learning Assignment and LiveText Portfolio entry.

2. ESOL Module – Standards 18 & 25

Students will complete the ESOL Assignments for EDF 4467 found online at [http://education.ucf.edu/es/index.cfm](http://education.ucf.edu/es/index.cfm). Click on ESOL and then EDF 4467.

Students will complete both standards, including all activities within those standards.

Standard 18: Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.

Standard 25: Recognize indicators of learning disabilities, especially hearing and language impairment and limited English proficiency (LEP).
3. Portfolio

The College of Education requires the development and completion of a professional portfolio. The portfolio information can be found at [http://education.ucf.edu/es/index.cfm](http://education.ucf.edu/es/index.cfm) under LiveText. A required component of that portfolio is a **one-page autobiography**, which is a course requirement in EDF 4467. In addition to the autobiography students will continue the portfolio process by submitting evidence and writing reflections for two other sections required in this course: human development and learning and critical thinking.


As a means of demonstrating your critical thinking, in this activity, you will critically analyze a textbook/lesson plan to determine if it is developmentally appropriate for students and if it promotes students’ critical thinking about the topic. See also other suggestions under this competency in Portfolio Guidelines and LiveText. **This work will be done in conjunction with the major critical thinking essay assignment given in class.**

5. Human Development and Learning – FEAP/PEC 4, FEAP/PEC 7

Students will relate research theories on human development and learning to what is occurring in their field experiences. They will write a reflective essay focusing on how they are using or will use research and/or theory to help promote their students’ “healthy” cognitive, physical, social, and emotional development in their classroom. A high quality essay will (a) provide a detailed description of one particular student observed carefully in the field experience and include specific examples of relevant student behavior and evidences leading to the developmental profile, and (b) demonstrate a solid understanding of developmental theory and its application in classrooms by noting specifically what you would do to promote the described student’s healthy development if they were in your classroom.

Pre-professional teachers need a solid understanding of learning and human development. To provide positive classroom environments, teachers must have the tools to support the intellectual, personal and social development of all students.

Your essay will include an overall reflection summarizing your in-school/tutoring experience. Questions you might consider include:

- What have you learned about human development and learning and how can you apply it to your own future teaching?
- What do you consider to be the significant concerns for today's teacher and how do these concerns relate to what we know about teaching and learning?
- Describe a teacher who uses a variety of instructional techniques to accommodate students’ development levels, need, and explain their effectiveness.
- In your studies, have you found a learning theorist whom you consider particularly appealing? Discuss this learning theorist, underlining his/her significance and how he/she has influenced your thought.
• Indicate how you have taken into consideration students’ developmental levels when developing a lesson.

6. Autobiography

The autobiography is part of the electronic Professional Portfolio you will be constructing throughout your education program at UCF. For this course you will have two other items that become part of the Portfolio: a critical thinking reflective essay and a human development and learning reflective essay. All three will first be submitted on the due dates in hard copy, then graded by the instructor and finally loaded into your LiveText portfolio.

An autobiography is a process of self-formation and self-declaration. Because teachers are the instruments of their own practice, developing an awareness of self is part of becoming a thoughtful, intentional teacher. A professional autobiography assists you in increasing your awareness of beliefs and preferences about teaching and learning. This is **not** the same thing as a personal autobiography, and should not contain personal information unless it relates directly to your professional growth. As you write your autobiography, reflect upon events in your life that have significantly affected your decision to become an educator. You might consider (but are not limited to) the questions suggested below:

• What role did your family play in your decision to teach?
• What are some early experiences that affected your decision to teach?
• When did you decide to become a teacher?
• What did your decision mean to you at that time?
• What about teaching interested or attracted you?
• What were some of the qualities of your most outstanding teachers?
• How have teachers influenced your decision to teach?
• What are some early experiences that continue to influence what and how you teach or plan to teach?
• What are some central teaching ideas that guide you?
• What do you imagine you’ll be doing in five or ten years?

You may decide to update your autobiography as you approach Internship II, or to use parts of it on your Internship II application.

7. Attendance

It is expected that upper-division students enrolled in a course designed to enable them to obtain licensure to teach in the state of Florida will make every reasonable effort to attend each class meeting. When an illness or an emergency occurs, contact the instructor by e-mail before the class meeting whenever possible. If this is not possible please e-mail as soon as possible after the absence to explain and attach any assignments that were due at the missed class. Absences beyond one may affect your final grade. Please put cell phones on vibrate and step outside class for any necessary phone calls.
NAME ________________________________    Dates Absent

UCF e-mail _____________________________@knights.ucf.edu

Major ________________________________________________

**Grading**

Human Development & Learning Essay/Portfolio Entry  300 points _____

Critical Thinking Essay/Portfolio Entry  300 points _____

Assessment Test  100 points _____

Autobiography  50 points _____

ESOL Standard 18  125 points _____

ESOL Standard 25  125 points _____

Total  1000 points _____

**Grading Scale**

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<thead>
<tr>
<th>Score Range</th>
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<tbody>
<tr>
<td>950 - 1000</td>
<td>A</td>
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<tr>
<td>900 - 949</td>
<td>A-</td>
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<tr>
<td>870 - 899</td>
<td>B+</td>
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<td>840 - 869</td>
<td>B</td>
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Late assignments will lose 20% of the assignment points for each class after the due date they are turned in. E-mail submissions will lose 10% of the assigned points unless received in conjunction with a necessary first absence.

Class will begin promptly with attendance. If you are tardy it is your responsibility to see me immediately after class to have the absence mark changed to a tardy. Because of the critical importance of the first 20 minutes of instructional time (and the disruption caused to the thinking of the professor and other students) repeated (3) tardy marks will be counted as an absence. A fourth absence will usually result in a grade no higher than D+ and if permissible a withdrawal is strongly recommended. College policy only allows I (incomplete) grades under VERY limited (EXTREME unforeseen personal/family crises, military deployment, etc.).
Course Schedule (subject to minor modification)

All readings are to be done before the day they are to be discussed in class.

Week 1  Syllabus, Field Experience, Grade Sheets, and Developmental Psychology Intro

Week 2  **Educational Autobiography Due**  
Chapter 2, “Theories of Development,” pp.44-63 (Piaget and Vygotsky)

Week 3  Chapter 2 “Theories of Development,” pp. 63-79 (Erikson and Kohlberg)

Week 4  Chapter 3, “Development during Childhood and Adolescence,” pp. 80-111

Week 5  **ESOL Module Due**  
Chapter 6, “Information Processing and Cognitive Approaches to Learning,” pp. 156-197

Week 6  Chapter 7, “Student Centered and Constructivist Approaches to Teaching,” pp. 198-231

Week 7  “Introduction: Teaching Critical Thinking across Domains,” pp. 2-12

Week 8  **Critical Thinking Essay/Portfolio Entry Due**

Week 9  Chapter 5, “Behavioral and Social Theories of Learning,” pp. 124-155

Week 10  Chapter 10, “Hooked on Learning: The Roots of Motivation in the Classroom,” pp. 282-302  
Chapter 8, “Motivating Students to Learn,” pp. 235-267

Week 11  Chapter 11, “Classroom Decision Making and Using Assessment,” pp. 305-320


Week 13  Chapter 14, “Interpreting Norm Referenced Scores,” pp. 384-410  
**Human Development and Learning Essay/Journal and Portfolio Entry Due**

Week 14  Chapter 13, “Multiple-Choice and Matching Exercises,” pp. 341-381

Week 15  **(During Final Exam Period) Assessment Test**

The professor reserves the right to make modifications to this syllabus/schedule during the semester.
V. Major Topics in the Course

Importance of Educational Psychology to Classroom Instruction
Behavioral Views of Learning
Cognitive Views of Learning
Complex Cognitive Processes
Social Cognitive and Constructivist Views of Learning
Information-Processing Model, Sensory Memory, Perception of all learners including ESOL students
Attention, Working Memory of all learners including ESOL students
Representing Declarative Knowledge to all learners including ESOL students
Representing Procedural Knowledge to all learners including ESOL students
Acquisition of Propositions & Schemas for all learners including ESOL students
Acquisition of Procedural Knowledge for all learners including ESOL students
Metacognition, Problem-Solving, Reasoning, Transfer for all learners including ESOL students
Creativity
Motivation of all learners including ESOL students
Self-Regulation of all learners including ESOL students
Intelligence Testing
Assessment
Standardized Testing
Test Score Interpretation
Classroom Assessment: Formative and Summative
Test Construction
Reliability and Validity

VI. Bibliography


also see http://miamisci.org/