

New York City College of Technology
City University of New York
Department of Career and Technology Teacher Education
Preparing Reflective and Caring Technical Educators for a World of Technology and Diversity

Course: EDU-3610 Human Learning and Instruction

Course Description: Explore variables underlying effective instruction. Analyze learning theories and principles in the areas of classical conditioning and instrumental learning, generalization and discrimination, verbal learning and transfer, short-term and long-term memory, reward and punishment and the effect of motivation on learning.

Prerequisite: *PSY 1101*

COURSE OBJECTIVES

Upon completion of the course, students should be able to:

Part I: Learners

1. Understand how children construct knowledge, acquire skills, and develop disciplined thinking processes
2. Understand that each learner's cognitive, linguistic, social, emotional, and physical development influences learning
3. Design developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs.

Part II: Learning and Motivation

4. Discuss the impact of self-regulation, metacognition, and motivation on learning
5. Discuss the context of culture, society, technology, and academic domains associated with learning
6. Demonstrate an integrated approach to human learning and instruction based on a variety of best instructional practices
7. Develop and present a lesson using appropriate motivation strategies.

Part III: Teaching and Assessing

8. Describe the use of appropriate assessment strategies to support learners' needs.
9. Describe various student learning styles and how teachers can accommodate multiple learning styles in the classroom.

COURSE ESSENTIAL QUESTIONS

- Why do we behave the way we behave?
- How can educational psychology inform teaching and learning?
- How do students learn, and how do we support their learning?

REQUIRED TECHNOLOGIES

1. Computer to access Blackboard, Instructor's PPTs, and Zoom meetings (if necessary)
2. Speaker, PC Camera, & Microphone
3. Technical Support: City Tech IT Support <https://it.citytech.cuny.edu/>

REQUIRED TEXT AND MATERIALS

- Woolfolk, Anita E. (2019). Educational Psychology, 14th ed. Pearson, New York: NY. ISBN-13: 978-0-13-477432-9. (Not compatible with the international version)

COURSE REQUIREMENTS

Students will

- Prepare for each class by completing all pre-assigned readings from texts, professional journals, and internet sites corresponding to the course topics.
- Participate in group discussion and collaborative activities that support the instructional goals of the course

ATTENDANCE/PARTICIPATION

- You will earn 0-10 points per class within the following guidelines. This policy applies to the first and all subsequent classes.
- 10 points are awarded for students who (1) arrive on time, (2) stay on task, (3) contribute to the overall class discussions, and (4) complete all required activities during each class.
- 9-1 points awarded for students who (1) arrive late, (2) do not stay on topic, and (3) come to class unprepared to engage in class discussions or activities.
- 0 points awarded when absent from class.
- Students are allowed **no more than two (2) absences**. Absences above this will result in the lowering of the final grade by one full letter grade.
- All students should attend the class on time. Two late days represent one absence.

Please Note: **The instructor has the right to award any point value between 1-10 following the above guidelines.**

OTHER POLICIES:

- Work submitted late will be subject to a 2-point daily deduction.
- All submitted assignments must be typed in a 12-point standard black font (e.g., Times Roman, Arial—no script-styled fonts please) with 1-inch margins. Handwritten assignments will not be accepted.
- Assignments should be submitted using Microsoft Word. Please note that I am unable to open Pages or OpenOffice documents, so remember to convert your files prior to submission.

PROFESSOR'S RESPONSE TIME:

- Assignments: Assignments will be reviewed, graded, and returned one week from the due date. Late assignments will be returned one week from submission.
- Emails: I will respond to emails within 24 hours of receipt Mondays through Fridays, between 9:00 AM and 5:00 PM. Any email received after 5:00 PM on Fridays will receive a response the following Monday morning.

EXCUSED ABSENCE

- An excused absence must be pre-approved by the instructor.
- Medical absences will only be awarded when the student provides a doctor's note and the absence is based upon appropriate situations.
- Only documented emergencies or unavoidable events will be excused.

EVALUATION

15% Active participation in the class/class discussions

15% Submission of weekly responses/questions

10% Topic presentation

20% Quizzes (2 times)

20% Midterm exam

20% Final Paper (Preliminary 5%, Final 15%)

Class Participation

Students are expected to participate in all class meetings. It is crucial that you come to class having read all the materials assigned for the day. Reading assignments may take several hours of reading and thinking, so students will need to start reading the following readings as early as possible. This class is based on lively, respectful small group discussions and activities. Therefore, it would be helpful when students are prepared to think critically and creatively about the course readings. Students do not need to accept arguments made by the authors of readings; when it happened, the class would have thoughtful and productive discussions. As a teacher candidate, please respect your classmates, the authors, and the experiences of the people we read about in your comments in class.

Weekly Reflective Responses/Questions

Each week students are expected to submit a one paragraph (approximately 100 words) response about the reading(s) under Discussions on Blackboard. This will help each student prepare for their engagement in class and participation in group discussions. You can write your experiences related to the readings, what you found interesting or confusing, or questions related to the reading topics. You are encouraged to bring questions to class to share with other students. In this reflective writing assignment, please do not summarize the outlines of the readings. **The deadline is Wednesday at 11 pm** every week.

Topic Presentation

You will give a 30-minute topic presentation on a topic covered in the readings. You are expected to present a brief summary, analysis of the readings, and lead a short classroom activity related to the readings. The class activity can be a discussion, debate, group work, game, and other forms of activity. Upload the PPT file under Discussion on Blackboard by **11 pm before the presentation day**. Those PPT files would be helpful for other students when they prepare for their midterm and quizzes.

Final Paper

Students will write a 5-6 pages (double spaced, 12-point font, 1-inch margins) essay about "What is good teaching?" The paper should be grounded in a close reading of the textbook and other supplementary readings covered in class. The paper should reflect 5 – 7 of the weekly themes discussed. You can start drawing from your weekly reflective responses/questions, personal experiences, or class discussions. I would ask you to bring the theoretical frames learned in class to develop YOUR definition of good teaching. Students will submit a 1-page preliminary topic outlined paper by **4/24 at 11 pm**. The final paper due is on **5/22 at 11 pm**. You will give a 5-minute presentation on 5/22 about your essay. We will further discuss the course expectations for this essay assignment and the progress. Students will follow APA Formatting and Style Guide (7th edition).

STUDENTS WITH SPECIAL NEEDS

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Students Support Services (OSSS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from OSSS, which is located in Room A-237. It is the student's responsibility to initiate contact with the OSSS staff and to follow the established procedures for having the accommodation notice sent to the instructor.

Interstate Teacher Assessment and Support Consortium's (InTASC) Model Standards

1. **Learner Development** –understands how learners grow and develop, and designs and implements developmentally appropriate and challenging learning experiences.

2. **Learning Differences** –uses understanding of individual differences, diverse cultures and communities to ensure inclusive learning environments that support learners of all abilities, backgrounds, or learning styles.
3. **Learning Environments** –creates collaborative learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge** –understands the central concepts, tools of inquiry, and structures of discipline(s) and uses these to engage students in meaningful learning experiences.
5. **Application of Content** –connects concepts and uses differing perspectives to engage learners in real-world problem solving.
6. **Assessment** –uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide pedagogical and assessment decisions.
7. **Planning for Instruction** –plans instructions upon understandings of knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.
8. **Instructional Strategies** –uses appropriate instructional strategies to encourage learners to develop deep understanding of content areas and interdisciplinary connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice** –engages in ongoing professional learning and uses evidence to continually evaluate his/her practices to meet the needs of each learner.
10. **Leadership and Collaboration** –takes appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Academic Integrity Pledge

I understand the value of personal integrity and ethical behavior in all aspects of my professional and personal life. By committing to honesty and personal responsibility, I earn the respect and trust of others. As a student at New York City College of Technology, I recognize that the value of my education is not just being able to say I am a college graduate, but it also incorporates the skills, values, and knowledge I have acquired. I thus commit myself to upholding academic integrity as an important aspect of my personal integrity. I understand that academic integrity includes:

1. Fully observing the rules governing exams and assignments regarding resource material, electronic aids, copying, collaborating with others, or engaging in any other behavior that subverts the purpose of the exam or assignment, and the directions of the instructor.
2. Only turning in work that I have done myself, and not using unattributed work done by others. While working and studying with others can be an effective way to learn, submitted work will be my own.
3. Giving full and proper credit to sources and references, and acknowledging the contributions and ideas of others, in my academic work.

I have read and understand the Academic Integrity Policy found in the New York City College of Technology College Catalog

Printed Name _____

Signature _____

Date _____

Course, section EDU3610, HE68_____

Modified from the Marquette University Honor Code, PB, RB; AM; 12/23/2020

Weekly schedule (as of 1/20/2023, subject to change due to COVID); Topic Presentation dates to be added on or before 2/6.

Week	Date	Topics	Reading
1	1/30	Introduction and Overview Learning, Teaching, and Educational Psychology	Woolfolk (Ch 1 pp. 2-29) Danielson (2013)
2	2/6	Cognitive Development and Sociocultural Perspectives on Learning.	Woolfolk (Ch 2 pp. 30-71) Piaget (1964)
	2/20	Presidents' Day—College Closed	
3	2/21	The Self, Social, and Moral Development	Woolfolk (Ch 3 pp. 72-119)
4	2/27	Quiz 1 (Weeks 1-3) Learner Differences and Intelligence	Woolfolk (Ch 4 pp. 120-175) Gardner & Hatch (1989) Sternberg & Grigorenko (2004)
5	3/6	Behavioral and Cognitive Theories	Woolfolk (Ch 7 & 8 pp. 260-336) InTASC (2013)
6	3/13	Cognitive Processes: Metacognition, Learning Strategies, Problem Solving, Critical Thinking, and Transfer of Learning	Woolfolk (Ch 9 pp. 338-378) Bransford, Brown & Cocking (2000)
7	3/20	Constructivism and Social Cognitive Theories	Woolfolk (Ch 10 & 11 pp. 380-459)
8	3/27	Midterm examination	
9	4/3	Motivation in Learning and Teaching	Woolfolk (Ch 12: pp. 460-505) Dweck (2017)
		4/5 – 4/13 Spring Recess	
10	4/17	Culture and Diversity	Woolfolk (Ch 6 pp. 216-259) Paris (2012) Ladson-Billings (2004)
11	4/24	Immigrant Student and Language Development Final paper preliminary due	Woolfolk (Ch 5 pp. 176-215) Sibley & Brabeck (2017)
12	5/1	Managing Learning Environments	Woolfolk (Ch 13 pp 506-549) Danielson (2013)
13	5/8	Quiz 2 (Weeks 9-12) Teaching Every Student	Woolfolk (Ch 14 pp 550 – 589)
14	5/15	Classroom Assessment, Grading, and Standardized Testing	Woolfolk (Ch 15 pp. 590-633) InTASC (2013)
15	5/22	Final Paper Presentation Final paper due 5/22 11pm	

Weekly Readings & Topics Explained

Week One, 1/30: Introduction and review of course syllabus, course expectations

Ch1: Learning, Teaching and Educational Psychology

Reading: Woolfolk (Ch1 pp. 2-29), Danielson (2013)

Key topics

- No Child Left Behind Act, Every Student Succeeds Act
- What are the features of effective teaching?
- What is good teaching?

Week Two, 2/6: Cognitive Development and Sociocultural Perspectives on Learning.

Readings: Woolfolk (Ch 2 pp. 30-71), Piaget (1964)

Key topic:

- A Definition of Development
- The Brain and Cognitive Development
- Piaget's Theory of Cognitive Development
- Vygotsky's Sociocultural Perspective
- Implications of Piaget's and Vygotsky's Theories for Teachers

Week Three, 2/21: The Self, Social, and Moral Development

Reading: Woolfolk (Ch 3 pp. 72-119)

Key topics:

- Physical Development
- Bronfenbrenner: The Social Context for Development
- Identity and Self-Concept
- Understanding Others and Moral Development
- Personal/Social Development: Lessons for Teachers

Week Four, 2/27: Learner Differences and Intelligence

Readings: Woolfolk (Ch 4 pp. 120-175), Davis et al. (2011), Sternberg & Grigorenko (2004)

Key topics:

- Intelligence
- Creativity: What It Is and Why It Matters
- Learning Styles
- Individual Differences and the Law
- Students with Learning Challenges
- Students Who Are Gifted and Talented

Week Five, 3/6: Behavioral and Cognitive Theories

Readings: Woolfolk (Ch 7 & 8 pp. 260-336)

Key topics:

- Early Explanations of Learning: Contiguity and Classical Conditioning
- Applied Behavior Analysis
- Functional Behavioral Assessment, Positive Behavior Supports, and Self-Management
- Elements of Cognitive Perspective
- Cognitive Views of Memory
- Long-Term Memory
- Teaching for Deep, Long-Lasting Knowledge: Basic Principles and Applications

Week Six, 3/13: Cognitive Processes: Metacognition, Learning Strategies, Problem Solving, Critical Thinking, and Transfer of Learning

Readings: Woolfolk (Ch 9 pp. 338-378), Bransford, Brown, & Cocking (2000, pp. 51-78)

Key topics:

- Metacognition
- Learning Strategies
- Problem Solving
- Critical Thinking and Argumentation
- Teaching for Transfer

Week Seven, 3/17: Constructivism and Social Cognitive Theories

Readings: Woolfolk (Ch 10 & 11 pp. 380-459)

Key topics:

- Cognitive and Social Constructivism
- Designing Constructivist Learning Environments
- Social Cognitive Theory
- Agency and Self-Efficacy
- Self-Regulated Learning: Skill and Will

Week Eight, 3/27: Midterm Exam

Coverage: Weeks 1-7

Week Nine, 4/3: Motivation in Learning and Teaching

Readings: Woolfolk (Ch 12 pp. 460-505), Dweck (2017)

Key topics:

- What Is Motivation
- Needs and Self-Determination
- Goals and Goal Orientations
- Expectancy-Value-Cost Explanations
- Attributions and Beliefs about Control

- Self-Beliefs and Self-Perceptions
- How Do You Feel about Learning? Interests, Curiosity, Emotions, and Anxiety

Week Ten, 4/17: Culture and Diversity

Readings: Woolfolk (Ch 6 pp. 216-259), Paris (2012, pp. 93-97), Ladson-Billings (2004, pp. 104-109)

Key topics:

- Today's Diverse Classrooms
- Economic and Social Class Differences
- Ethnicity and Race in Teaching and Learning
- Gender in Teaching and Learning
- Creating Culturally Compatible Classrooms

Week Eleven, 4/24: Immigrant Student and Language Development

Readings: Woolfolk (Ch 5 pp. 176-215), Sibley & Brabeck (2017, pp. 137-157)

Key topics:

- The Development of Language
- Diversity in Language Development
- Dialect Differences in the Classroom
- Teaching Immigrant Students
- English Language Learners
- Disabilities and Special Gifts

Week Twelve, 5/1: Managing Learning Environments

Reading: Woolfolk (Ch 13 pp 506-549), Danielson (2013)

Key topics:

- Creating a Positive Learning Environment
- Maintaining a Good Environment for Learning
- Dealing with Discipline Problems
- The Need for Communication

Week Thirteen, 5/8: Managing Learning Environments & Teaching Every Student

Reading: Woolfolk (Ch 14 pp 550 – 589)

Key topics:

- Diversity: Culturally Responsive Management
- Research on Teaching
- The First Step: Planning
- Teaching Approaches
- Differentiated Instruction and Adaptive Teaching
- Teacher Expectations

Week Fourteen, 5/15: Classroom Assessment, Grading, and Standardized Testing

Readings: Woolfolk (Ch 15 pp. 590-633)

Key topic:

- Basics of Assessment
- Classroom Assessment: Testing
- Formative and Authentic Classroom Assessments
- Grading
- Standardized Testing
- Rubrics
- Evidence based Assessments

Week Fifteen, 5/22: Final Paper Presentation

Reference

- Woolfolk, A. (2019). *Educational Psychology*. NY: New York, Pearson.
- Goodrich, H. (1997). Understanding Rubrics: The dictionary may define " rubric," but these models provide more clarity. *Educational Leadership*, 54(4), 14-17.
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- Danielson, C. (2013). *The framework for teaching evaluation instrument, 2013 instructionally focused edition*. Retrieved January, 17, 2017.
- Sibley, E., & Brabeck, K. (2017). Latino Immigrant Students' School Experiences in the United States: The Importance of Family-School-Community Collaborations. *School Community Journal*, 27(1), 137-157.
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- Ladson-Billings, G. (2006). It's not the culture of poverty, it's the poverty of culture: The problem with teacher education. *Anthropology & Education Quarterly*, 37(2), 104-109.
- Dweck, C. S. (2017). The journey to children's mindsets—and beyond. *Child Development Perspectives*, 11(2), 139-144.
- Bransford, J., Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn: Brain, mind, experience, and school*. National Academies Press.
- Gardner, H., & Hatch, T. (1989). Educational implications of the theory of multiple intelligences. *Educational Researcher*, 18(8), 4-10.
- Sternberg, R. J., & Grigorenko, E. L. (2004). RETRACTED ARTICLE: Successful Intelligence in the Classroom. *Theory into Practice*, 43(4), 274-280.
- Piaget, J. (1964). Cognitive development in children. *Journal of Research in Science Teaching*, 2(2), 176-186.