EDUC 539_5L2: Human Growth and Development
Dr. Karen Banks
Robinson Hall B120
Day: Thursday  Time: 7:20-10:00 p.m.
Office Hours: By appointment

Phone: (703) 620-1297  email: gbanks@erols.com

Course Description:
This course is designed to provide practicing, provisionally licensed teachers, the foundations of psychological theory, research and professional practice relating to development and learning in inclusive classroom settings: PK-12th grade.

Textbook and Other Readings
Educational Psychology: Windows on Classrooms. New Jersey: Prentice Hall.

Readings assigned by instructor; student-selected readings to be found in professional journals/magazines, newspapers, books and on the Web.

Objectives:
Successful completion of this course requires the student to be able to:

1. represent the typical developmental characteristics of children PK-12th grade,
2. state the principles of learning theory and relate the principles to teaching strategies.
3. state the major components of IDEA, Part B and Part C.
4. state the principles of collaboration with professionals, paraprofessionals, parents and community resources.
5. plan and implement strategies to meet individual learning needs.
6. plan and implement strategies to meet the needs of groups of students while still meeting individual needs.
7. plan and implement formal and informal assessments of learning.

Schedule of Classes and Topics

1/22  Introduction
Representation of development PK-12th grade
Overview of course, book and Ch 1 Teaching in the Real World
What do you want to learn?

1/29  Ch 2 Development of Cognition and Language

2/5   Ch 3 Personal, Social and Emotional Development
Group #1 Presentation

2/12  Ch 4 Learner Differences
Group #2 Presentation

Schedule of Classes and Topics (Cont.)
Assignments and Grading

Attendance and Group Presentations 40 points

Students will choose a topic of interest presented in the text, and will work with up to four others to develop a presentation for the class. At least three additional resources should be presented to the class to support the content presented in the text. The resources can be drawn from the bibliography in the book, the internet, other books, etc. Presentations will include:

1. behavioral objective 3 points
2. visual, auditory and kinaesthetic teaching strategies 12 points
3. assessment of class learning 4 points
4. complete reference information 1 point

Project #1 20 points
Develop and implement a plan to gather feedback from
children to determine the strategies they prefer teachers to use. Feedback strategies will include how children can tell, and show teachers what they need to help them learn. Teachers will state how they will adjust their instruction based on input from the children. Then teachers will analyze the outcome of their adjustments.

**Project #2**
Review five research articles on a topic of interest that relates to a topic in the book. Summarize articles and develop a detailed plan for improving instruction based on the conclusions drawn from the research.

**Project #3**
Complete ten hours of observation in a school setting. The classroom teachers of other faculty will sign a verification of observation hours form. A report on the observation should include information related to:
1. the learning environment.
2. the assessment and documentation strategies used.
3. individualization strategies, including implementation of IEP goals.
4. system for collaborating with specialists, parents, etc.
5. work by specialists with individual or small groups of children.

Students will develop their own system of reporting observations and will analyze the system for future use.

**Grades:**

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