

# EDPS 22000-04: Psychology of Learning

# School of Education and Counseling

**Semester**: Spring 2019

**Class times**: Monday & Wednesday

* 11:00am – 12:15pm

**Meeting place**: SWRZ 211 075, Westville Campus

**Credit hours**: 3 Semester Hours

**Department Office Phone:** 785 – 5485

**Instructor**: Dr. Anastasia Trekles

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**Office:** Tech 206, Westville Campus

**Office hours**: TR 9am – 11am, 12:30pm – 2:00pm; 3:30pm-6:00pm; I return emails/calls within 24-48 hours

## Required Text:

Durwin, C., & Reese-Weber, M. (2017). *EdPsych Modules (3rd ed.)*. Los Angeles: Sage.

Paperback, ISBN: 9781506310756

Loose-leaf, ISBN: 9781506378404

E-book, ISBN: 1506310753

## Course Description:

From Course Catalog: Study of the cognitive, social, physical, moral and personality development from early childhood through adolescence; implications of developmental stages for educational planning and intervention. Principles of basic learning theories, facilitative conditions and strategies for enhancing learning; classroom management as a means to foster the learner's development and learning.

# Conceptual Framework and Standards

## The Educational Leader

The conceptual framework that guides the preparation of future educators at Purdue University Northwest (PNW) is called *The Educational Leader.*

**Learn. Lead. Inspire.** These are the values of the educator preparation programs at PNW where candidates are prepared to assume complex educational roles inside and outside of traditional educational environments. Following is the PNW educator preparation program mission:

*To re-imagine and change education by creating opportunities for students, candidates, families, educators and our local communities.*

## Course Objectives/Outcomes for the Education Professional Program:

In this course, you will:

* Apply critical thinking and self-reflection skills for meaningful contributions to online discussions and class activities.
* Thoughtfully reflect on the content of the course as it relates to your own experience as a student, and future work as a teacher.
* Appropriately use research on teaching and learning to acquire new knowledge and support claims regarding the teaching and learning process.
* Recognize, define, and identify key concepts and terms related to child development, learning theories, motivation, and instructional strategies.
* Compare and contrast teaching, learning, and development theories as they are applied in today’s classrooms.
* Analyze teaching situations, identifying aspects of individual and group motivation, instructional approaches, and developmental concepts.
* Explain how learning occurs (how students construct knowledge, acquire skills,
* develop habits of mind) and how students’ development (physical, social, emotional, moral, cognitive) impacts the learning process.
* Articulate how motivation is related to the learning process and recognize the value of intrinsic motivation to students’ life-long growth and learning.
* Develop an attitude of professionalism for good teaching.

## Pre-Methods Teacher Dispositions

Faculty and staff in the School of Education and Counseling have the responsibility of assessing teacher education students on dispositional issues to ensure that students leave our programs with the attitudes and behaviors they will need to be successful educators. A list of dispositions students are expected to demonstrate is below. Violations of these dispositions can result in an Unacceptable Disposition report, which will be filed in the student’s record and can impact continuation in the teacher education program.

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| **Disposition** | **The teacher candidate:** |
| Attendance | * Meets the attendance policy as required and defined by the course syllabus, including attendance, tardiness, early departures, etc. |
| Preparedness | * Is well prepared for class by reading assigned readings, completing assignments, participating in class activities, and completing other class responsibilities in a timely fashion. |
| Flexibility | * Demonstrates flexibility regarding course content, class scheduling, and other changes deemed necessary by faculty. |
| Maturity | * Welcomes feedback and makes appropriate adjustments to enhance personal and professional growth. * Analyzes interactions and comments to make appropriate adjustments that promote a positive working environment. |
| Reflective | * Is willing to suspend initial judgments. * Is receptive of critical examination. * Is willing to make reasoned decisions with supporting evidence. |
| Collaborative | * Works well with others. * Works well in groups, evenly distributing responsibility. |
| Respectful | * Demonstrates sensitivity with respect to language use. * Sets high expectations for self and others. * Shows due courtesy and consideration for people and multiple perspectives. |
| Lifelong Leaner | * Demonstrates curiosity, creativity and intellectual interest regarding course content, processes, and tasks. * Welcomes new and rigorous learning opportunities. |
| Integrity | * Acknowledges the work of others when presenting information (avoids plagiarism). * Protects confidential information. * Does not engage in activities that have been deemed unethical or a misrepresentation. |
| Policy/Law | * Does not violate the rules of student conduct as described in the PNW Student Handbook nor breaks any laws. |

Furthermore, in this course, I will also demonstrate effective teaching and concern for your learning. If you have any questions or concerns about this course or your own learning do not hesitate to talk with me. I will be happy to meet with you during office hours or at another time convenient for us both.

In addition, you will be expected to demonstrate competence in the **education program standards**listed below.

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| ***Standards*** | Assessment Measures |
| Teacher Knowledge | |
| INTASC 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.  1(d) The teacher understands how learning occurs--how learners  construct knowledge, acquire skills, and develop disciplined thinking  processes--and knows how to use instructional strategies that  promote student learning.  1(e) The teacher understands that each learner’s cognitive, linguistic,  social, emotional, and physical development influences learning and  knows how to make instructional decisions that build on learners’  strengths and needs.  1(f) The teacher identifies readiness for learning, and understands  how development in any one area may affect performance in others. | Unit 1 quiz, case study, & project  Unit 2 quiz, case study, & project  Unit 3 quiz, case study, & project  Unit 4 quiz, case study, & project |
| INTASC 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.  2(g) The teacher understands and identifies differences in approaches  to learning and performance and knows how to design instruction that  uses each learner’s strengths to promote growth. | Unit 1 quiz, case study, and project  Unit 5 quiz, case study, & project |
| INTASC 3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.  3(i) The teacher understands the relationship between motivation and  engagement and knows how to design learning experiences using  strategies that build learner self-direction and ownership of learning. | Unit 5 quiz, case study, & project |
| INTASC 8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.  8(j) The teacher understands the cognitive processes associated with  various kinds of learning (e.g., critical and creative thinking, problem  framing and problem solving, invention, memorization and recall) and  how these processes can be stimulated. | Unit 4 quiz, case study, & project  Unit 6 quiz, case study, & project |
| CEC 1.1 Beginning Special Education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.  CEC 1.2 Beginning Special Education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities | Unit 1 quiz, case study, & project  Unit 2 quiz, case study, & project |
| CEC 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.  CEC 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities | Unit 4 quiz, case study, & project  Unit 6 quiz, case study, & project |
| Teacher Dispositions | |
| INTASC 1  1(h) The teacher respects learners’ differing strengths and needs and is  committed to using this information to further each learner’s development.  1(i) The teacher is committed to using learners’ strengths as a basis for  growth, and their misconceptions as opportunities for learning.  1(j) The teacher takes responsibility for promoting learners’ growth  and development. | Unit 1 quiz, case study, & project  Unit 2 quiz, case study, & project  Unit 3 quiz, case study, & project  Unit 4 quiz, case study, & project |
| INTASC 2  2(l) The teacher believes that all learners can achieve at high levels  and persists in helping each learner reach his/her full potential.  2(m) The teacher respects learners as individuals with differing  personal and family backgrounds and various skills, abilities,  perspectives, talents, and interests.  2(n) The teacher makes learners feel valued and helps them learn to  value each other. | Unit 1 quiz, case study, and project  Unit 5 quiz, case study, & project |
| INTASC 3  3(o) The teacher values the role of learners in promoting each other’s  learning and recognizes the importance of peer relationships in  establishing a climate of learning. | Unit 5 quiz, case study, & project |
| INTASC 8  8(p) The teacher is committed to deepening awareness and  understanding the strengths and needs of diverse learners when  planning and adjusting instruction. | Unit 4 quiz, case study, & project  Unit 6 quiz, case study, & project |
| Teacher Performance | |
| INTASC 1:  1(b) The teacher creates developmentally appropriate instruction  that takes into account individual learners’ strengths, interests, and  needs and that enables each learner to advance and accelerate his/  her learning. | Unit 1 quiz, case study, & project  Unit 2 quiz, case study, & project  Unit 3 quiz, case study, & project  Unit 4 quiz, case study, & project |
| INTASC 2:  2(a) The teacher designs, adapts, and delivers instruction to address  each student’s diverse learning strengths and needs and creates  opportunities for students to demonstrate their learning in different ways.  2(b) The teacher makes appropriate and timely provisions (e.g.,  pacing for individual rates of growth, task demands, communication,  assessment, and response modes) for individual students with  particular learning differences or needs.  2(c) The teacher designs instruction to build on learners’ prior  knowledge and experiences, allowing learners to accelerate as they  demonstrate their understandings. | Unit 1 quiz, case study, and project  Unit 5 quiz, case study, & project |
| INTASC 3:  3(e) The teacher uses a variety of methods to engage learners in  evaluating the learning environment and collaborates with learners to  make appropriate adjustments. | Unit 5 quiz, case study, & project |
| INTASC 8:  8(a) The teacher uses appropriate strategies and resources to adapt  instruction to the needs of individuals and groups of learners. | Unit 4 quiz, case study, & project  Unit 6 quiz, case study, & project |

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| Technology Integration | |
| ISTE 1.c Stay current with research that supports improved student  learning outcomes, including findings from the learning sciences. | All Unit projects in Seesaw |
| ISTE 5.a Use technology to create, adapt and personalize learning  experiences that foster independent learning and accommodate learner differences and needs |
| ISTE 6.a Foster a culture where students take ownership of their learning  goals and outcomes in both independent and group settings.  ISTE 6.d Model and nurture creativity and creative expression to communicate ideas, knowledge, or connections. |
| Diversity *From “Conceptualizing mindfulness—mindlessness in intercultural interactions” Spencer-Oatey, H. (2014).* | |
| Seek Information: Students seek input, opinions, and clarification from others | Case Study analysis in collaborative groups |
| Reasons from a positive perspective: Students present thoughts, ideas, input, and opinions from a perspective of what is available and possible. |
| Perceives multiple perspectives: Students view situations, conditions, and data from multiple orientations, and consider alternative viewpoints and courses of action |
| Projects thoughts and feelings: Students speak with one another using precise, concrete terms, and allow others to experience their thought processes in real-time |
| Mindfully acknowledges partner communication: Students provide to both simple and substantive acknowledgment of the verbal communications of others |
| Uses participative language: Students verbalize thoughts, reasons, suggestions, and information using conditional terminology, and thus create discussion environments that allow for differing views and opinions |
| Demonstrates fluid turn-taking: Students allow for all group members to take turns, and add, confirm, or seek information in the discussion to build on information from others |

# Course Expectations and Policies

## Attendance and Punctuality

Students are expected to attend all class sessions and to arrive punctually. Arriving late or leaving early without an acceptable reason is considered as an absence. Of course, emergencies and unforeseen circumstances (e.g., illness, accidents, etc.) do arise. In the case of emergency absences, please notify the instructor ASAP before class. **Undocumented absences will result in a 10 point deduction per absence**. Students are responsible for asking their classmates for notes and to take additional materials distributed in the missing class session for them.

It is students’ responsibility to provide the instructor with the following information as soon as possible before an absence: student name, course number, date when he/she missed the class, and reason he/she missed the class. Email is an excellent way to accomplish this – please be in regular communication with your professor at all times!

Check the PNW website for unexpected campus closures due to the weather. If there is a closure, you will receive an email and announcement in BlackBoard. You can also sign up for text message alerts through the Alert Me! Service at <http://www.pnw.edu/police/alert-me/>.

## Class Participation and Etiquette

This class asks you to think about many issues and ideas, from a wide variety of viewpoints. As such, our classroom is a “safe space” where you should feel that you can talk about things freely.

While we may have disagreements from time to time, it is unacceptable to yell, use disparaging remarks, insult, or otherwise give your fellow students a hard time. This goes for both in-class and online communication. It is expected that you will be civil toward your classmates, and they will be civil toward you in kind.

If at any time there are incidents related to civility in our class, we will meet in private to discuss the issue and any consequences of the behavior as appropriate.

## Email and Communication

You are expected to regularly check your email for this course by accessing your PNW email. In order to stay on top of your coursework, it is not just recommended but *required* that you check-in to the course at least a few times per week, and also check your PNW email accounts often. Email will not be sent to other email addresses you may use personally.

Remind.com is also available as a communication option – this is not required and is an opt-in service, but it does allow us to communicate freely via text message from your phone. Remind.com is a free service that always keeps your personal information private and secure.

I will respond to your email (or Q&A Discussion postings) within **24 hours** during **weekdays** and within **24-48 hours** over **weekends/holidays**. The same is expected of you when responding to me or to your fellow classmates.

## Assignments and Quizzes

All assignments (except in-class assignments) are expected to be typed and submitted via BlackBoard on or before the specified due date. **Since writing is an important professional skill for teachers, errors in spelling and grammar will be noted and will impact your grades.**

For each unit, you must complete an online assignment (posted in Seesaw – see BlackBoard for details), and an online multiple choice quiz. Rather than being strictly assessments of what you learned, these quizzes are designed to be learning experiences that will help you process the information in the unit.

A 20-question multiple choice quiz will be available online during each unit. The questions on the quiz will focus on higher levels of thinking (comprehension, application, analysis) requiring you to apply the concepts, terms, and information you've been reading about. In other words, there will not be simple definitions that you can look up in the book...instead, you'll have to know what the terms and definitions mean and be able to apply that knowledge to scenarios and/or relate it to other concepts. You may use your textbook and other resources.

You may take the test up to 3 times and your highest score will be counted. Keep in mind, however, that new questions will be generated for each attempt. So, it is unlikely that you will have the same questions if you try the test again. You will have 90 minutes to complete each attempt at the test, and you will receive your score immediately upon submission.

When taking a quiz, it is VERY important that you click "Save Answer" after responding to EACH question. This will ensure that your responses will be submitted if you lose your Internet connection or if the time runs out.

If you take the quiz more than once, you are encouraged to spend some time in between attempts reviewing the concepts addressed in questions you missed. We will also discuss each quiz in the class period following a quiz due date.

## Late Work

Late projects will automatically be **penalized 50%** of the total possible points if submitted after the announced due date and time. Late assignments can be accepted up to one week after the due date. Late assignments are not accepted during Finals Week. Assignments turned in more than a week after the due date will NOT be accepted and a grade of "0" will be assigned.

Quizzes MAY NOT be taken late unless prior authorization has been obtained from the instructor.

**Special Circumstances**: Everyone experiences extenuating circumstances at one time or another, such as accidents, illnesses, and other misfortunes. Should such a situation happen to you during the semester that impairs your ability to complete work on time, be sure to discuss it with me as soon as possible. Late work may be accepted without penalty under certain circumstances, but it is your responsibility to bring the necessary information to me in a timely fashion.

**Incomplete Grades:** Incomplete grades can be granted at the end of a semester if extreme circumstances have prevented you from completing your coursework. However, in order to qualify for an Incomplete grade in my class, you must have completed at least 75% of the course work, and your grade must be a B or higher at the time you request an Incomplete. If either of those circumstances do not apply, I will not grant the Incomplete.

If you are having difficulties of any kind and need to discuss options, including taking an Incomplete, please speak with me as soon as possible. Each situation will be treated on an individual basis.

## Tech Support

This course contains a significant online component. While your instructors are here to help you do the best you can, it is ultimately up to you to take responsibility and initiative to complete your Web-based work. In order to be successful in this course, it is *essential* that you are comfortable with navigating and using the general tools within a course in Blackboard (email, discussion post, submitting an assignment, etc.). If you are new to using Blackboard Learn or need additional support, it is very important that you proceed through the “**Student** **Help**” tab from the main menu in this course. In addition, you can always access the PNW student website for ***support with Blackboard, Microsoft Office, and general distance education success tips at:*** <http://www.pnw.edu/learning-technologies>

***If you are unable to access your Blackboard course or have other technical issues with log-in, etc., contact the Helpdesk at (219)785-5511 or 219-989-2888.***

In the event that Blackboard is “down” due to an unexpected system-wide outage during a scheduled assignment submission deadline or quiz, you should use your regular PNW email to communicate with the instructor and submit any assignment that is due as an attachment. It is recommended that you sign up for our Remind.com notifications in order to stay in touch with the instructor and classmates via text message.

**Netiquette Policy:**

It is important to be courteous and considerate of others when posting/responding to emails, discussion posts, and other forms of communication.

**Please refer to the following links for additional information:**

<http://www.screencast.com/t/7vMQOMMeABrC>

## Privacy

This course will ask you to sign up for several free Internet accounts. You may wish to review privacy policies associated with these accounts on your own. Note that each of these sites has been reviewed by the instructor and deemed to be safe, useful tools that can benefit any educator.

* BlackBoard – while PNW’s BlackBoard is hosted by the West Lafayette campus, all privacy information related to your use of the system is included here: <http://www.blackboard.com/legal/privacy-policy.html>.
* Google – your PNW account is a Google Apps account, allowing you to access Google Drive (<http://drive.google.com>) and Google Classroom (<http://classroom.google.com>) without a separate login. Google Privacy information is located at <https://policies.google.com/privacy>.
* Office 365 – again, your PNW account will be able to access Office 365 as per the above instructions. You can review the privacy information from Microsoft at <https://products.office.com/en-us/business/office-365-trust-center-privacy>.
* Seesaw – a major component of this course is your Seesaw portfolio, which you’ll use to create most of the projects. Privacy information is located at <http://web.seesaw.me/privacy>.
* Remind – not required, but allows us to all stay in better communication. See <https://www.remind.com/trust-safety> for privacy information.

## Accessibility

The software used in this course is as accessible as possible, although there are some limitations in some apps. Please be aware that if you have a severe problem with any of the apps in this course, you may contact the instructor to find a reasonable alternative product.

You may wish to use the WAVE evaluation tool to evaluate any website for accessibility, particularly if you use a screen reader to access online content. Consult <http://wave.webaim.org>.

More accessibility information

* BlackBoard: <http://www.blackboard.com/accessibility.html>
* Microsoft: <https://www.microsoft.com/en-us/accessibility>
* Google: <https://www.google.com/accessibility/>
* Seesaw: <https://help.seesaw.me/hc/en-us/articles/204687495-What-platforms-and-operating-systems-does-Seesaw-support->
* Remind: <https://help.remind.com/hc/en-us/articles/201342445-What-is-Remind->

# Academic Integrity and Misconduct

Academic Integrity is a core value of our community. Academic honesty and appropriate classroom behavior are the responsibility of each PNW student. Students who are found to be in violation of the academic integrity policy will be subject to both academic and non-academic sanctions such as failing grade in the class and/or in class where the student may have a pattern of misconduct with the University, the student may be separated from the University because of this behavior.

Students are expected to be familiar with the University’s Student Code of Conduct and possible sanctions. Students should understand that if they are charged with an offense, pleading ignorance of the rules will not serve as an excuse. Students need to make themselves familiar with PNW’s “Student Code of Conduct” posted at the Dean of Students webpage at <http://www.pnw.edu/dean-of-students/student-code-of-conduct/>.

## Nondiscrimination

Purdue University Northwest prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. Any student who believes they have witnessed or experienced discrimination are encouraged to report the incident to the Office of Equity, Diversity & Inclusion in Lawshe 231, Hammond or call (219) 989-2337 or in Schwarz 25, Westville or call (219) 785-5545. Additional information can be found on the [Diversity website.](http://www.pnw.edu/diversity)

# Students with Disabilities

Students who may need accommodations to address barriers caused by documented disabilities under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act need to register with the Disability Access Center (DAC) to receive accommodations. To request and receive accommodations, students schedule an appointment with the DAC to initiate review and approval of supporting documentation showing their disability, the barriers it causes, and the recommended accommodations. If documentation is approved, the DAC will email a letter to the student’s current semester faculty members outlining the accommodations needed to ensure accessibility. Accommodations will be provided from the date the letter originates from the DAC. It is important to register as soon as possible as accommodations are not retroactive. The DAC is located at the Hammond campus in the Student Union & Library Building (SUL) 341 and Westville in the Technology Building (TECH) 101. The DAC can be reached at (219) 989-2455 or emailing:dac@pnw.edu. [**DAC website**](http://www.pnw.edu/dac)**[[1]](#footnote-1)**.

## Student Mental Health and Wellbeing:

Purdue University Northwest is committed to supporting and advancing the mental health and well-being of our PNW students. During the course of their academic careers, students often experience personal challenges that contribute to barriers in learning, such as drug/alcohol problems, strained relationships, chronic worrying, persistent sadness or loss of interest in enjoyable activities, family conflict, grief and loss, domestic violence, difficulty concentrating, problems with organization, procrastination and/or lack of motivation. Students also sometimes come to college with a history of learning difficulties (e.g., any form of special education), experience difficulties succeeding in a particular subject (e.g., math, reading), or have experienced some form of trauma be it emotional or physical (e.g., head injury). These mental health concerns can lead to diminished academic performance and can interfere with daily life activities. If you or someone you know has a history of mental health concerns or if you are unsure and would like a consultation, a variety of confidential services are available. The Counseling Center is located in Gyte 05 in Hammond and TECH 157 in Westville. You can also reach us at (219) 989-2366 or on [the Counseling website.](http://www.pnw.edu/counseling/)[[2]](#footnote-2) [National Suicide Prevention Hotline](http://suicidepreventionlifeline.org)[[3]](#footnote-3) at (800) 273-TALK or on the web.

## Emergency Preparedness:

An information sheet, with instructions for various types of possible emergencies, is posted in each room on campus. These emergencies include criminal activity, severe weather, fire, medical emergencies, and noises sounding like gunshots.  Students are strongly encouraged to review this instruction sheet carefully and acquaint themselves with these important guidelines. PNW will hold annual drills to prepare for emergencies such as severe weather, active shooter and fire. It is strongly encouraged that all students participate in these drills in an effort to strengthen our emergency preparedness efforts.

## Honors College

This course offers the ability to create “stacked” course projects as part of the Honors program. If you are unfamiliar with the Honors College at PNW, you are encouraged to learn more about it and apply if you meet the criteria: <http://academics.pnw.edu/honors>

# Course Requirements & Assignments

## Course Structure

This course is divided into six regular units, following Unit 1 through 6 in the Durwin text. Each unit will feature three major graded activities:

* Case study discussion conducted in class
* Unit Quiz
* Seesaw project

In addition, there is final project and presentation, also conducted in Seesaw.

## Evaluation and Grades:

Case study discussions in-class 120 points (20 points each)

Unit Seesaw projects 120 points (20 points each)

Quizzes 120 points (20 points each)

Final Project: Best or Worst Teachers 50 points

410 points

## Points Distribution:

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| **Grade** | **Minimum Points Needed** |
| A | 401.8 |
| A- | 381.3 |
| A+ | 369 |
| B | 360.8 |
| B- | 340.3 |
| B+ | 328 |
| C | 319.8 |
| C- | 299.3 |
| C+ | 287 |
| D | 278.8 |
| D- | 258.3 |
| D+ | 246 |

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| ****Unit**** | ****Dates**** | ****Topic/Assigned Reading**** | ****Assignments Due on Sunday by 10:59pm Central (11:59pm Eastern)**** |
| Unit 1: Personal Development | **Week 1: January 7-13** | Tuesday: Orientation to Class; Learning How to Learn  Thursday: Introduction to Seesaw, Exploring how we learn; case study introduction | **Read: Learning How to Learn handout and Unit 1 (p22-80) in your textbook** |
| Unit 1 | **Week 2: January 14-20** | Tuesday: Case study discussions overview (how they work and your groups); Identity, the self, and morality  Thursday: Exploration of case study, "Project Night" (p. 86) in our groups | Group Case Study Discussions in-class Thursday (if you are absent, you must turn in a 1-2 page summary response)  **Seesaw 1: Erikson and Your Growing Up due Sunday January 20**  **Complete Unit 1 Quiz by Sunday January 20** |
| Unit 2: The Developing Learner | **Week 3: January 21-27** | Tuesday: Review Unit 1 Quiz; Introduction to Unit 2  Thursday: Learning development | **Read: Unit 2 (p84-146) in your textbook** |
| Unit 2 | **Week 4: January 28-February 3** | Tuesday: Cognition and language development  Thursday: Exploration of case study, "Silly Students" (p. 152) in our groups | Group Case Study Discussions in-class Thursday (if you are absent, you must turn in a 1-2 page summary response)  **Seesaw 2: Parent Night Collage project due Sunday February 3**  **Complete Unit 2 Quiz by Sunday February 3** |
| Unit 3: Learning Theories | **Week 5: February 4-10** | Tuesday: Review Unit 2 quiz; Introduction to Unit 3  Thursday: Learning theories | **Read: Phases of Learning handout and Unit 3 (p150-202) in your textbook** |
| Unit 3 | **Week 6: February 11-17** | Tuesday: Behaviorism and Constructivism - when to use what and where  Thursday: Information processing - your brain as computer | Learning theory, Phases of Learning and the Events of Instruction - discussion  Applying theory into action (in-class activity) |
| Unit 3 | **Week 7: February 18-24** | Tuesday: Observational and vicarious learning  Thursday: Exploration of case study, "Invention Convention" (p. 208) in our groups | Group Case Study Discussions in-class Thursday (if you are absent, you must turn in a 1-2 page summary response)  **Seesaw 3: Movie Analysis due Sunday February 17**  **Complete Unit 3 Quiz by Sunday February 24** |
| Unit 4: Cognitive Processes | **Week 8: February 25-March 3** | Tuesday: Review Unit 3 Quiz; Introduction to Unit 4  Thursday: Metacognition and higher-order thinking - what does it mean? | **Read: Unit 4 (p206-264) in your textbook** |
| Unit 4 | **Week 9: March 4-10** | Tuesday: Ensuring transfer from learning to practice  Thursday: Exploration of case study, "Writer's Block" (p. 270) in our groups | Group Case Study Discussions in-class Thursday (if you are absent, you must turn in a 1-2 page summary response)  **Seesaw 4: BrainPop Proposal due Sunday March 10**  **Complete Unit 4 Quiz by Sunday March 10** |
|  | **March 11-17** | SPRING BREAK - Have fun! |  |
| Unit 5: Motivation | **Week 10: March 18-24** | Tuesday: Review Unit 4 Quiz; Introduction to Unit 5  Thursday: Intrinsic and extrinsic motivation | **Read: Unit 5 (p268-332) in your textbook** |
| Unit 5 | **Week 11: March 25 - 31** | Tuesday: Rewards and punishments discussion  Thursday: Exploration of case study, "Silly Students" (p. 152) in our groups | Group Case Study Discussions in-class Thursday (if you are absent, you must turn in a 1-2 page summary response)  **Seesaw 5: Fighting "Senioritis" due Sunday March 31**  **Complete Unit 5 Quiz by Sunday March 31** |
| Unit 6: Classroom Management and Instruction | **Week 12: April 1-7** | Tuesday: Review of Unit 5 quiz; Introduction to Unit 6  Thursday: What does a great classroom look like? | **Read: Unit 6 (p336-400) in your textbook** |
| Unit 6 | **Week 13: April 8-14** | Tuesday: Applying the learning theories into your practice  Thursday: Exploration of case study, "Machine Hunt" (p. 338) in our groups | Group Case Study Discussions in-class Thursday (if you are absent, you must turn in a 1-2 page summary response)  **Seesaw 6: Classroom Design project due Sunday April 14**  **Complete Unit 6 Quiz by Sunday April 14** |
| Thinking Skills - Making Learning Permanent | **Week 14: April 15-21** | Discussion of Final Project - Best and Worst Teachers  Thinking Skills - how to make learning permanent; revisiting metacognition and unit 4 with concrete ideas | **Read: Thinking Skills handout** |
| Final Week of Class | **Week 15: April 22-28** | Final Celebration and Group Presentations of Best and Worst Teachers | **Seesaw 7: Best and Worst Teachers Project due Sunday April 28** |
| Finals week | **Week 16: April 29 - May 5** | Finals week (no class) | No final exam |

1. [www.pnw.edu/dac](http://www.pnw.edu/dac) [↑](#footnote-ref-1)
2. [www.pnw.edu/counseling/](http://www.pnw.edu/counseling/) [↑](#footnote-ref-2)
3. [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org/) [↑](#footnote-ref-3)