

NIAGARA UNIVERSITY  
Department of Education

Course Number and Title

EDU 536- Human Learning, Development and Motivation

Number of Credits

Three (3) credit hours

Course Description

The course is designed to introduce the prospective teacher to the theories of human learning, development, and motivation and the applications of these theories in the learning environment. Each of the developmental stages of early childhood, childhood, pre-adolescence and adolescence will be focused upon to gain awareness of human learning, maturation, and motivation. Prospective teachers will be required to participate in a school-based Learn & Serve field placement to experience the application of theories; observe the interaction of a child/adolescent within the school, family and peer systems; and reflect upon their learning through a case study project.

Method of Teaching

This course will generally be taught using mini-lecture, cooperative grouping, case study, and seminar strategies.

Course Objectives

Prospective teachers will:

1. Apply theories of human physical, emotional, social, and cognitive development to observations of human behavior.
2. Relate cognitive and behavioral theories to the learning environment.
3. Use concepts such as cognitive processing styles, learning patterns, and multiple intelligences to interpret child and adolescent learning.
4. Develop appropriate motivational strategies based on theory and research.
5. Apply knowledge of the influence of family, culture, peer groups and society in general (e.g. media, legislation, expectations for success, discrimination and prejudice, socio-economic level, violence, etc.) to plan for the learning, development, and motivation of children and adolescents in the learning environment.

Outline of Course

1. Theories of Development
2. Development in infancy, early childhood, middle childhood and adolescence
3. Student Diversity
4. Behavioral Learning Theories
5. Cognitive Learning Theories

## 6. Motivating Students to Learn

### Major Course Requirements

Text: Slavin, Robert E. (2000) Educational Psychology (6th edition). AllynBacon: Needham, MA.

Case study- Prospective teachers will observe, interview and assess a child or an adolescent to write a case study analyzing the learning patterns; physical, emotional, social, and cognitive development; and motivation that may impact the learning and development of that student. (30% of grade)

Motivational Plan- Prospective teachers will develop a classroom motivation plan outlining their personal motivation philosophies and strategies they intend to use to help motivate all students to learn to their highest potential. (20% of grade)

Testing- Prospective teachers will complete a midterm and final examination based on course content and the text. (30% of grade)

Learn and Serve- Prospective teachers will complete a required Learn and Serve participation, including a daily reflection log, in an educational setting. (20% of grade)

Attendance- Pertinent information related to assignments and examinations will be presented in every class. For this reason, more than one unexcused absence may result in a full letter grade reduction (i.e., A to B).

**All materials submitted in this course must be prepared using a word processing program.**

**The Niagara University Academic Honesty Policy outlined in the Graduate Catalogue will be strictly enforced in this class. Please review this code in the Graduate Catalogue.**

### Bibliography

The bibliography is updated with each publication of the Journal of Adolescent Development, and Child Development. In addition, these classic and contemporary works are integral to specific units of study within the course:

Alexander, W. M., & McEwin, C. K. (1989). Schools in the middle: Status and progress. Columbus, OH: National Middle School Association.

Bee, Helen (1998) Lifespan Development. Addison-Wesley Educational Publishers, Inc. New York.

Bracey, G. (1999). Research: The growing divide. Phi Delta Kappan, 81, 90.

Bricker, D (1986). Early Education of At-Risk and Handicapped Infant, Toddlers, and Preschool Children. Glenview, Ill: Scott, Foresman.

Epstein, J. L. & Mac Iver, D. J. (1990). Education in the middle grades: Overview of national practices and trends. Columbus, OH: National Middle School Association.

Gelman, R. (1979). Preschool Thought. American Psychologist 34, 900-905

McEwin, C.K., Dickinson, T.S., & Jenkins, D. (1995). America's middle schools: Practices and programs-A 25 year perspective. Columbus, OH: National Middle School Association.

National Middle School Association. (1995). This we believe: Developmentally responsive middle level schools. Columbus, OH: Author.

National Research Council (1999). How People Learn. National Academy Press. Washington, DC.

Robinson, S. (1987). "The State of Kindergarten Offerings in the United States." Childhood Education, 64 23-28

Schichedanz, J.A. , Schichendanz, D.I., Forsyth, P.D., & Forsyth, G.A. (1998). Understanding children and adolescents. BostonL Allyn & Bacon.

Simmons, R. O., & Blyth, D. A. (1987). Moving into adolescence. New York: Aldine De Gruyter.

Valentine, J. W., Clark, D., Irvin, 3., Keefe, 3., & Melton, G. (1993). Leadership in middle level education: Volume L A national survey of middle level leaders and schools. Reston, VA: National Association of Secondary School Principals.

Valentine, J. W., Clark, D. C., Nickerson, N. C., & Keefe, J. W. (1981). The middle level principalship: A survey of middle level principals and programs (Volume 1). Reston, VA: National Association of Secondary School Principals.