

NIAGARA UNIVERSITY
DEPARTMENT OF EDUCATION

- A. Course Number and Title
EDU 236- Human Learning, Development and Motivation
- B. Number of Credits
Three (3) credit hours
- C. 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.
- D. Method of Teaching
This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking and reflection, and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of instructional videos, field experiences, and research.
- E. 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.

Portfolio Module

Prospective teachers will complete the following program portfolio module as a part of this course:

Case Study

F. 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

G. Course Requirements

Text: HDEV Are you in? – Spencer A. Rathus 2009 – 2010 edition ISBN 13:078-0-495-60278-1

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)

Log- Prospective teachers will complete a required reflection log of their field participation in an educational setting. (20% of grade)

Field Experience:

Candidates matriculated in pre-service teacher education programs must complete a minimum number of field experience hours each semester in order to meet New York State teacher certification requirements. Field experiences for this course are fulfilled through school placements arranged by the Office of Learn and Serve. Specific requirements for this course may be assigned to the Learn and Serve experience. Candidates who fail to complete these assignments or the requisite number of field experience hours will not receive a passing grade in the course.

Attendance

Attendance is considered an indicator of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Excessive absences may jeopardize a student's course grade. A phone call, e-mail message, or note delivered to the instructor is required if you expect to miss a class.

Student Disclosure:

Candidates in this class with disabilities who may need additional academic accommodations are encouraged to discuss options with the professor during the first two weeks of class to ensure that appropriate modifications are made. Candidates needing additional accommodations should also have their records on file with the Office of Academic Support/Disability Services.

Academic Integrity

“The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence.” Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this class. Candidates are strongly advised to appropriately cite references using APA formatting, including those taken from the internet.

Please refer to the information on Academic Integrity listed in the University Catalogue and online, for complete information regarding this policy.

EDU 236
Case Study

Candidates will complete a case study of a student from the Learn and Serve Field Experience based on a variety of individualized evaluation measures including observation, conversations with classroom teachers and families (with permission appropriate permissions), classroom assessments, and personal interactions with the student. The case study will describe the student’s personal, cultural, and historical experiences, interests and motivators; as well as current levels of physical, linguistic, social, ethical/moral and intellectual development and the measures that led to these conclusions. It will identify the specific learning styles that the student employs most often and the behavioral management factors that may influence the student’s learning. An assessment of the student’s current level of technology usage will also be included. Finally, a list of recommended strategies to enhance student learning based on all of the evaluations will be generated. The case study will protect the legal and human rights of the student and not specifically name him/her in the report.

Candidates must select the student for the case study according to the following guidelines:

- Candidates in grades B-6 programs must work with a student in grades PreK-2.
- Candidates in grades 1-9 programs must work with a student in grades 5-9.
- Candidates in grades 1-6 with Special Education must work with a student with an IEP in grades 1-6.
- Candidates in grades 5-12 programs must work with a student in grades 5-9.
- Candidates in grades 7-12 with special education programs must work with a student with an IEP in grades 7-12.
- Candidates in TESOL programs must work with an ESL student grades K-12.

EDU 236
Case Study Rubric

Knowledge of Human Development and Learning				
	Program Standards	Unsatisfactory	Satisfactory	Exceptional
236.a	Experiences and Learning Styles The candidate understands and uses specific personal, cultural, and historical experiences that influence current performance and the personal learning styles of the student. (ACEI 1; CEC 3; NAEYC 1a, 1b, 2a, 2b, 4b)	The report provides little or no description of the personal, cultural, or historical experiences that contribute to the student’s current performance. Student learning styles are not included.	The report provides a satisfactory description of the interplay of personal, cultural and historical experiences that contribute to the student’s current performance. Some student learning styles are identified.	The report provides a comprehensive and detailed description of the interplay of personal, cultural and historical experiences that contribute to the student’s current performance. Multiple student learning styles are identified.
236.b	Development The candidate understands and uses the student’s current levels of physical, linguistic, social, ethical/moral and intellectual development. (ACEI 1; CEC 2; NAEYC 1a, 1b)	Fewer than 2 forms of development are accurately described.	At least 2 forms of development are accurately described.	A comprehensive and accurate description of the student’s current levels of physical, linguistic, social, ethical/moral and intellectual development is provided.
Motivation and Management				
236.c	Behavior Management The candidate understands and uses aspects of the student’s behavior that may impact learning. (ACEI 3.5; CEC 2, 3, 5; NAEYC 1a, 1b)	A description of potential behavior challenges or pro-social behaviors is not included.	A one-sided description of student behaviors that may impact learning is provided including either pro-	A comprehensive and detailed description of student behaviors that may impact learning is provided including pro-social as well as

			social or challenging behaviors.	challenging behaviors.
236.d	Motivation and Interest The candidate understands and uses the student's personal interests and motivators. (ACEI 3.4; CEC 3, 4, 5; NAEYC 4a)	A description of the student's personal interests and motivators is not included.	One or two general interests or motivators are included.	A detailed description of the student's interests and motivators is included with insight into how they might be integrated into future learning experiences.
Assessment of Learning				
236.e	Multiple Assessments The candidate uses a variety of formal and informal assessments to develop a clear understanding of the student such as observation, teacher interview, student interview, personal interaction, review of student work samples, and formal assessment. (ACEI 4; CEC 8; NAEYC 3b, 3c)	The report uses 2 or fewer assessment strategies.	The report uses 3 unique assessment strategies.	The report uses 4 or more unique assessment strategies
236.f	Recommendations The candidate recommends specific strategies to enhance student learning and development based on assessments. (ACEI 1, 3.1, 3.2, 3.3, 4; CEC 4, 7; NAEYC 1c, 3b, 4b, 5c)	No specific strategies to promote student learning and development based on assessments are offered.	The report recommends 1-2 specific strategies to promote student learning and development based on assessments.	The report recommends a variety of specific strategies to promote student learning and development based on assessments. These strategies capitalize on student strengths and enhance weakness areas.
School/Community Involvement				
236.g	School Involvement The candidate interacts with professionals in the school-based community to support student learning. (ACEI 5.2; CEC 5, 10; NAEYC 3b, 5b)	The report does not indicate any interaction with school-based professionals in relation to understanding the child.	The candidate speaks with the teacher and/or other school professionals to gain a better understanding of the child.	The candidate speaks with the teacher and other school professionals to gain a better understanding of the child and provide recommendations about how this professional community might support the student.
236.h	Family Involvement The candidate interacts with members of the student's family to support student learning. (ACEI 5.2, CEC 10; NAEYC 2b, 2c)	The report does not indicate any interaction with family members.	The candidate interacts with a member of the student's family to gain a better understanding of the child.	The candidate interacts with one or more family members to develop a comprehensive understanding of the family unit and its impact on the child.
General Program Expectations				
236.i	Disposition The candidate maintains the legal and human rights of the student throughout the case study and recognizes and promotes diversity of individuals and groups. (ACEI 5.1; CEC 1; NAEYC 5b)	The report fails to maintain the legal and human rights of the student throughout the case study by identifying the student in an inappropriate manner or failing to recognize and promote the diversity of	The report maintains the legal and human rights of the student throughout the case study by maintaining confidentiality and recognizing the	The report maintains the legal and human rights of the student throughout the case study by maintaining confidentiality as well as, recognizing and promoting the diversity of the student.

		the student.	diversity of the student.	
236.j	Writing Conventions The case study report follows standard writing conventions using appropriate grammar, spelling, syntax, and voice. APA style in citation and referencing is accurately used when appropriate. (ACEI 5.1; CEC 9; NAEYC 5b)	The case study report does not follow standard writing conventions using appropriate grammar, spelling, syntax, and voice. Information is not referenced appropriately.	The case study report generally follows standard writing conventions using appropriate grammar, spelling, syntax, and voice. A limited number of references and citations are included when appropriate.	The case study report demonstrates outstanding execution of standard writing conventions using appropriate grammar, spelling, syntax, and voice. Multiple references are appropriately included throughout the report.
236.k	Technology The candidate describes the student's current level of use of a variety of technologies including assistive and adaptive technologies if appropriate. (ACEI 4; CEC 4, 6; NAEYC 1a)	A description of the student's current level of technology use is not included.	The description of the student's technology use includes 1-2 forms of technology and ideas for how to plan the environment for effective use of technology are present.	A comprehensive description of the student's ability to use a variety of technologies is provided, and plans for designing effective learning environments including the use of technology are highly insightful.