EDU 2130: EXPLORING LEARNING & TEACHING
Spring 2016, 3.0 Credit Hours

Instructor Information:
Name of instructor: Dr. Mary Hollowell
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E-mail: maryhollowell@clayton.edu
Class Times: Tues/Thurs 9:50-11:05 AM
Class Location: G229
Office Hours: Tues/Thurs 8:30-9:30 AM, 12:00 – 2:00 PM
Other times by appointment

Catalog description: Explore key aspects of teaching and learning through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational setting and contexts.

For the requirements on which your grade is based and for all you do in this course, reread the title of this course. You are expected to actively investigate psychological and social issues that impact teachers, learners, schools and communities through sustained effort, hard work, and thoughtful preparation. For some, it will lead to the decision that a career as a teacher is not for them. For others, it will be the beginning of a sequence of courses that will result in teacher certification and a promising and enriching life as a teacher. Please note the following expectations:

* attend every class
* be early for class, not late
* pay attention during class (do no outside work during class)
* listen carefully and respectfully to others
* raise questions in class and think critically

Course Goals: Stated as "Essential Questions":
1. How have I myself (i.e., the teacher candidate) learned in school, and how do I learn most effectively?
2. How do student factors (e.g., motivation, family and cultural background, temperament and learning preferences, prior knowledge and experiences) impact student learning in educational settings?
3. How do teaching practices and instructional structures impact student learning in educational settings?
4. How do other factors in the learning environment impact student learning in educational settings?
5. How may I use this knowledge as a future educational professional to inform my professional planning and decision-making so as to maximize learning of all types in all students?
**Content & Knowledge Base:** This course will include the following core content at ALL USG institutions, but different institutions and instructors may also include additional content at their discretion, to most effectively address the needs of their specific student populations.

I. Major learning theories, including Behaviorism, Information processing and neuroscience, Piagetian and Vygotskian theory, Eriksonian theory

II. Motivation theory

III. Sources and effects of student diversity in learning needs and preferences

IV. Developmental aspects of learning

V. Outside environmental influences on learners, including culture, family structure and background, home language, socio-economic status, and peers.

VI. Effects of teacher beliefs and expectations on learners, including the need to avoid bias and stereotyping

VII. Elements of effective educational environments for all learners, including teacher/student and student/student relationships and classroom management.

**University Attendance Policy:**

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawal or course failure.

**Course Attendance Policy:** Students are expected to attend all class sessions and be punctual. Make up work will not be allowed for an unexcused absence. Students are expected to make up any class work missed if absent with a legitimate written excuse from a physician or other professional. Excessive absences (20% or more) may result in receiving a WF (Withdraw Failing) grade. During class meetings, students are expected to actively engage in critical discourse. Students are responsible for reading, fully-participating, and questioning and responding.

**Required Texts:** We will use selected readings.

**Computer Requirement:** Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to [http://itpchoice.clayton.edu/policy.htm](http://itpchoice.clayton.edu/policy.htm).

**Computer Skill Prerequisites:**

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser

**In-class use of Student Notebook Computers:** Student notebook computers will not be used in the classroom in this course, unless otherwise directed.

**General Class Policies**

1. Students are expected to be in class on time and remain the entire 75 minutes. If you cannot commit to this requirement, take the course at another time.
2. It is not appropriate to bring into the classroom any distracting electronic devices. Do not use electronic devices during classes, unless otherwise directed.
3. All written assignments are expected to be presented in proper format, as described.
Exams
There will be two exams during the progress of the course, approximately halfway through the course and at the conclusion of the course. Questions will be drawn from lecture notes, reading assignments, and classroom activities.

Educational Psychology Book Report
Read an educational psychology book of your choice and give an oral report. It must be informative, organized, and well-presented. Be sure to share why you chose the book, summarize the content, and state your own assessment.

Observations/Reflections in Field
Each student will be assigned field observation activities. This is a requirement of the course and is not optional. You will need to be able to make appropriate arrangements, yourselves. Students will be given specific topics for fieldwork and will submit a record describing their experiences. Specific format directions will be provided.

Course Grading:
Evaluation:

<table>
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<tr>
<th>Evaluation Area</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class attendance &amp; participation</td>
<td>20% *</td>
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<tr>
<td>Mid-Term</td>
<td>30%</td>
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<tr>
<td>Final</td>
<td>30%</td>
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<tr>
<td>EDU Psychology Book Report</td>
<td>10%</td>
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<tr>
<td>Observation Field Notebook</td>
<td>10%</td>
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*Appropriate documentation will be required to for an excused absence.

Grading: Based on average of points

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<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 - 100 points</td>
<td>A</td>
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<tr>
<td>80 - 89 points</td>
<td>B</td>
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<tr>
<td>70 - 79 points</td>
<td>C</td>
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<tr>
<td>60 - 69 points</td>
<td>D</td>
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<tr>
<td>Below 60 points</td>
<td>F</td>
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Course Schedule Overview:

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>CONTENT</th>
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<tbody>
<tr>
<td>Week I - II</td>
<td>Cognitive Development Theory</td>
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<tr>
<td>Week II</td>
<td>Psychosocial Development Theory</td>
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<td>Week III - IV</td>
<td>Moral Reasoning</td>
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<td>Week V</td>
<td>Behaviorist Theory</td>
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<td>Week VI</td>
<td>Information Processing Theory</td>
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<td>Week VII</td>
<td>Constructivist Philosophy</td>
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<td>Week IX - XII</td>
<td>Multiple Intelligences Theory</td>
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<td>Week X - XII</td>
<td>Classroom Management I</td>
</tr>
<tr>
<td>Week XIII - XIV</td>
<td>The Future of Educational Psychology</td>
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<td>Week XV</td>
<td>Concluding Discussion</td>
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Disruption of the Learning Environment
Behavior which disrupts the teaching-learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of F.

Mid Term Progress
Students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Registrar’s Office. Instructions for withdrawing are provided at this link.

**More on Academic Integrity:**
Academic integrity is of paramount importance at Clayton State University. Students are expected to abide by the Student Code of Conduct as outlined in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs.

Be aware that Dr. Hollowell is a user of Turnitin.com, which scans student papers, searches the Internet, and issues Originality Reports. To avoid plagiarism, never use more than three words in a row from another writer without citing your source. See the Publication Manual of the American Psychological Association for APA style and proper citation.

**Disability Services:**
For information about Disability Services or to obtain this document in an alternative format, contact: The Director of Disability Services (Office of Disability Services, University Center) at 678-466-5445.

**Professional Standards & Outcomes**
The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/professional education associations. Please refer to the course correlation matrices located at the following web site: http://www.clayton.edu/teachered/standardsoutcomes

**Operation Study:**
At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

**Selected Bibliography**


