

The University of Texas at El Paso, Educational Psychology and Special Services

Spring 2015, SPED 5340: **Learning Theories across the Lifespan**

Meeting Times: Online via BlackBoard Collaborate on the following Mondays from 5:00-7:50^{pm}:
February 2nd, February 16th, March 2nd, and March 30th

Instructor: Dr. Gita Upreti

Email: gitaupreti@gmail.com, gupreti@utep.edu

Office Hours: by appointment through BlackBoard Collaborate (email to set up appointment with at least 48 hours advance notice).

UTEP Office Address: Room 706, Education Building, 500 W. University Ave, El Paso, TX 79968

Contact Protocol: Email preferred (use email addresses above). **I will respond within 24 hours to all contact requests.**

Catalogue Description: This course covers the analysis and application of learning theories, including cognitive, behavioral, social, and emotional learning processes in human development, with special emphasis on children and adolescents.

Required Texts: Ormrod, J.E.. (2009). *Essentials of educational psychology*. (2nd ed.) Upper Saddle River, NJ: Pearson

Supplemental Readings will be hosted on Blackboard

Course Requirements: Policies and Procedures

This course covers issues and trends related to education and typical development (cognitive, physical, language, social, and personality) from early childhood through late adolescence, as well as variations of typical development. Emphasis is placed on applying information about how children develop and learn in response to classroom-based learning experience. The course will cover content which appears on state teacher certification exams relative to learning and child cognitive, academic, and social development.

IMPORTANT POLICIES AND PROCEDURES RELATED TO CONDUCT, ACADEMIC HONESTY, AND REASONABLE ACCOMMODATIONS

Professional Conduct and Behavior: Standards for online behavioral expectations in this class will be reviewed during Module A, but it is expected that students will follow practices to maintain a respectful and tolerant online community. **Please observe commonly-established standards of “netiquette” – web-based etiquette. Our course uses guidelines excerpted from http://www.cgspitt.org/medialibrary/File/Tips_For_Success/TipsforSuccess_Netiquette.pdf**

Additionally, this class will involve discussions about theories and research on human development which may challenge some existing belief systems. To encourage open discussion, an atmosphere of tolerance and compassion must be maintained in the classroom. To that end, if you disagree with a viewpoint expressed by another class member, you are asked to find a way to express your disagreement with civility and kindness. Similarly, if you have feedback for the instructor on your experience in the class, please let her know or make an appointment to discuss your concerns.

Academic Honesty: All work submitted should represent your original words or ideas. If any words or ideas are used that are not your own, **proper citations** should be used to indicate other sources you have consulted. Academic dishonesty may include, but is not limited to, cheating, plagiarism, submission of work created in whole or in part by another person without proper citations, failure to complete work as a group member without advising the instructor of this failure, and taking an examination or writing a paper for another person. Cases of suspected academic dishonesty will be referred to the appropriate administrative authority. Proven violations may result in sanctions ranging from a failing grade on the assignment in question, failure of the course, to suspension or dismissal from school. Please consult the Handbook of Operating Procedures available through the Office of the Dean of Students for further information.

Students with Disabilities: If you have, or believe you may have, a disability, you may wish to self-identify to this instructor. For academic or other accommodations to be put in place, you must have your disability documented through the UTEP Center for Accommodations and Special Services (CASS) located in the Student Union, and online at <http://sa.utep.edu/cass/>. Students with disabilities who need modifications for this course must notify the instructor by 2/2/2015.

Important things to know – There are quite a few firm requirements for this course, including a textbook which will help you when you are ready to take your certification exam. I'll provide a list of them below and go over them in detail in Module A, so make sure to review each item:

COURSE OBJECTIVES

In this course, you will:

1. Identify and apply concepts associated with current theories/theorists in the areas of intellectual, physical, social, language, and emotional development.
2. Acquire strategies to promote learning and social-emotional development for all students in ways that accommodate diverse learning characteristics.
3. Reflect on their understanding of the role of developmental processes in education.

ONLINE LEARNING

We use a combination of online methods and online course content to achieve all the learning objectives in the course. This course is self-paced in that you can go as quickly as you need to in order to finish all the content, but it is also deadline-based in that **you'll need to finish each module by the deadlines specified to get full credit** (see "Late Assignments" below). **Dates are posted in the Syllabus and on Blackboard.** Except for your final assignment, in which you will present a finished lesson plan with a group, and your two observation write-ups, **you will complete and submit all your work individually and be graded individually.**

REQUIREMENTS

All requirements for the course will be covered in detail in Module A.

- Purchasing the textbook is required.
- A reliable internet connection is required (daily access to the internet is required).
- Access to a computer with an internet browser which can effectively run Blackboard (Mac, iPad, and iPhone users: iOS isn't always compatible – make sure to check your browser first!) is required.

- Updates are required to your computer to run Blackboard Collaborate – it is recommended that if you do not have a reliable computer for the Blackboard Collaborate meetings, you attend these via a computer on campus or investigate downloading the BB Collaborate app into a mobile device.
- Use of Microsoft Word is required.
- Timely submission of assignments is required.
- Attendance of all Blackboard Collaborate sessions is required.

Attendance and Participation: Because this class is primarily held online, it's easy to forget it's actually happening. However, all students are expected to be prepared and to be active participants for each module, and **ALL Blackboard Collaborate sessions require your attendance. If you miss a single Blackboard Collaborate session, you will be dropped from the class.** Additionally, online "attendance," in the form of reading all the module content and completing module activities on time (or earlier, if you like) is mandatory. I measure this by looking at your user data online and by noting the time in which assignments are submitted. **Hidden bonus!** *Students who submit all assignments and complete all quizzes on time will have the option, at the end of the semester, to raise their two lowest assignment OR quiz scores to two perfect scores.*

MODULES

There are 10 content learning modules (Modules 1-10) and 2 supplemental modules (Modules A and 11), for a total of 12 modules. Each module contains a lesson which corresponds to the chapter in the Ormrod textbook and several learning tasks as well as a chapter glossary and an end-of-chapter quiz. Each module opens and closes on a specific date and time, and all activities and assignments must be turned in by that date and time to be considered "on time." **Remember:** *Students who submit all assignments and complete all quizzes on time will have the option, at the end of the semester, to raise their two lowest assignment OR quiz scores to two perfect scores.*

Each content module includes the following:

Open and Close Dates: Modules "open" at 12:00^{am} (midnight) and "close" at 11:59^{pm} on the date specified, but I typically work during normal business hours, so expect a response from me during the day even if you posted at night. To be considered "on time," you must submit all module assignments by the close of the module.

Quizzes: Online Quizzes: Ten chapter quizzes will be given in each of the content modules (Modules 1-10) this semester. One extra-credit quiz will be given in Module A. Quizzes can only be made up at the end of the semester and must be made up in paper-and-pencil format – once a module closes, you will not be able to take the quiz online. Quizzes are timed (you will have 15 minutes to complete each quiz) and can be taken twice. **(10 x 10 points each, 100 points)**

Chapter Glossary: Ten chapter glossaries with technical terms are provided on Blackboard for each corresponding textbook chapter.

Activities and Graded Assignments: Each module includes specific activities such as discussion posts, observation write-ups, and other activities. These are designed to help you integrate your content knowledge and interact with your fellow students. Guidelines for each of these are found in Blackboard in the corresponding subfolders.

Due dates for ALL Activities are in the Course Calendar and on Blackboard.

Graded Assignments and Quizzes:

Each module contains assignments and quizzes which have a certain point value. Descriptions of assignments are below and will be reviewed in Module A and prior to each assignment. There are a total of 280 points which are earned through online quizzes and assignments, which include:

10 Online Quizzes: (10 points each, 100 points; see section above for description). Various dates.

4 Online Assignments (20 points each, 80 points): Throughout the semester, you will submit (4) online assignments through the appropriate module in Blackboard. These assignments vary, and can be a discussion post, a short report or write-up, or a mini-observation, but each will include a rubric for grading and are due on the close date of each module. Please make sure to check the schedule so you can access the activities in a timely manner. **Various dates.**

2 Observation Write-Ups (25 points each, 50 points): A total of two observation summaries will be due throughout the semester. You can observe children and adolescents in various contexts, writing up your experiences according to the topic and hand in your hard copies on the due date. Templates for the write-ups and rubrics for all assignments will be posted on Blackboard. You may need to secure an additional background check to observe in an early childhood setting – we will cover this in the first class. **Various dates.**

1 Group Lesson Plan Presentation (50 points): During the course of the semester, you will choose a specific age and grade of students and an instructional objective for which you will develop a scripted lesson plan which is developmentally appropriate and instructionally responsive. The lesson plan will include a list of activities, and methods for assessing how well students achieved the objective. Students will present their lesson plan ideas via Blackboard Collaborate and turn in a 1-2 page script or summary detailing the time, materials, and support needed. Rubric and guidelines for presentation will be posted on Blackboard. **Presentations will occur during our last Blackboard Collaborate session on March 30th.**

Remember: *Students who submit all assignments and complete all quizzes on time will have the option, at the end of the semester, to raise their two lowest assignment OR quiz scores to two perfect scores.*

GRADING POLICIES:

Grading Scale: We will cover grading scales and grading policies in detail in Module A.

Grades are assigned based on the number of points earned toward the total possible points in the class, which is **280 points**. The grading scale is as follows:

To get an A, you need to get 90-100% of all total points (252-280 points)

To get a B, you need to get 80-89% of all total points (232-251 points)

To get a C, you need to get 70-79% of all total points (196-231 points)

To get a D, you need to get 60-69% of all total points (168-195 points)

If you get 59% (167 points) or fewer of all total points, you will get an F in the class.

Re-submissions: Written work can be re-submitted within 48 hours after it is returned, as long as the student earned a grade of C or lower on their written work.

Late Work: Late work can be submitted but will incur a 20% penalty reduction in points and will not be eligible for re-submission. You may also fall behind in modules so even if you have to submit an assignment late, keep up with your work in each module and **plan carefully**. Quizzes cannot be submitted after the module close date but can be made up at the end of the course, but can only be taken once (no re-takes on late quizzes) so try not to be late because **1. you can take each quiz twice if you take it on time, and you can resubmit an assignment for a better grade (within 48 hours) but only if you turned it in on time to begin with, and 2. if you submit all your assignments and quizzes on time, you can raise your two lowest scores to perfect scores.**

I. Specification of Course Objectives/Student Learning Outcomes.

Students will:

- A. Demonstrate an understanding of the psychological foundations underlying our modern theories of learning.
 - TExES Special Education Domain II, Competency 003–007
- B. Demonstrate an awareness of theoretical applications to current issues in education.
 - TExES Special Education Domain I, Competency 001–002
 - TExES Special Education Domain II, Competency 003–007
- C. Think critically about the value and validity of the various learning theories.
 - TExES Special Education Domain II, Competency 003–007
- D. Demonstrate an understanding of human learning as applied to effective teaching.
 - TExES Special Education Domain I, Competency 001–002
 - TExES Special Education Domain II, Competency 003–007