1. **RATIONALE**

This course examines what is known about class management, learning, motivation, and teaching and applies this knowledge to early childhood/elementary education. Class will include discussion, analysis of cases, examination of your own experiences in schools, cooperative projects, videotapes, and other activities. Our goal is that you go beyond simply participating in these activities and use the experiences to expand your understanding of teaching and learning. Throughout the course we will return to a set of guiding questions:

**Guiding Questions**
- What are children learning in schools? How do you know?
- What would the learning look like if it were really successful?
- How can teaching support development and learning in classes?
- How can principals lead for learning in their schools?

2. **COURSE OBJECTIVES: Students will:**

- Gain knowledge about theory and research on learning, cognition, and memory, including information processing, cognitive, and constructivist perspectives;
- Analyze and expand personal conceptions of learning;
- Synthesize the research on teaching as a basis for designing teaching and learning environments for young children.

3. **TOPICAL OUTLINE**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6/25</td>
<td>Introductions: Leading for Learning</td>
</tr>
<tr>
<td>2</td>
<td>6/27</td>
<td>The Students</td>
</tr>
<tr>
<td>3</td>
<td>7/2</td>
<td>Goals and Consequences in Learning</td>
</tr>
<tr>
<td>4</td>
<td>7/4</td>
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<tr>
<td>5</td>
<td>7/9</td>
<td>Cognitive and Constructivist Perspectives</td>
</tr>
<tr>
<td>6</td>
<td>7/11</td>
<td>Motivation</td>
</tr>
<tr>
<td>7</td>
<td>7/16</td>
<td>Teaching for Learning</td>
</tr>
<tr>
<td>8</td>
<td>7/18</td>
<td>Classroom Management: Creating Places for Learning</td>
</tr>
<tr>
<td>9</td>
<td>7/23</td>
<td>Assessing Student Learning</td>
</tr>
<tr>
<td>10</td>
<td>7/25</td>
<td>Conclusions: Leading for Learning</td>
</tr>
</tbody>
</table>

4. **EVALUATION**
Your course grade will be determined based upon:

<table>
<thead>
<tr>
<th>1.</th>
<th><strong>Professional Portfolio</strong>: 40% of grade</th>
<th><strong>Due July 26 by 4:00 PM (141 Ramseyer)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The major assignment for this class is to</td>
<td>begin or expand your principal’s portfolio. At the end of every chapter in your text are ideas for possible entries. We will discuss how to do a portfolio and how they are used today in the schools.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>2.</th>
<th>4 to 5 page analysis paper: 25%</th>
<th><strong>Due July 9 in class.</strong></th>
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<tbody>
<tr>
<td></td>
<td>Analyze <em>Educating Esme</em>, linking Esme’s experiences to the chapters in your text.</td>
<td></td>
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</table>

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<thead>
<tr>
<th>3.</th>
<th><strong>Class Assignments</strong>: 25%</th>
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<tbody>
<tr>
<td></td>
<td>There will be several short assignments based on the readings. These will include case analyses, self-assessments, and drafts of entries for your principal’s portfolio. I will distribute specific assignment sheets that describe these activities.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>4.</th>
<th><strong>Participation in class</strong>: 10%</th>
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<tbody>
<tr>
<td></td>
<td>The value of the class for everyone will be determined, in part, by the quality of your participation in class discussions. Arrive on time and share your ideas. But make sure reading and reflection inform your ideas.</td>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>80-83%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>E</td>
<td>79% and below</td>
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<thead>
<tr>
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<tr>
<td>A</td>
<td>90-93%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
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<td>E</td>
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<td>70-73%</td>
</tr>
<tr>
<td>E</td>
<td>79% and below</td>
</tr>
</tbody>
</table>

5. **TEXTS/ READING LIST/BIBLIOGRAPHY**

Required:


6. **SCHEDULE**

6/25 **Introductions: Leading for Learning**


Site for Educators
http://school.discovery.com/schrockguide/
http://www.ozline.com/
ERIC’s guidelines for evaluating websites

6/27 **The Students**


*Take an IQ or Learning Styles test*
http://www.iqtest.com/
http://www.queendom.com/tests/iq/index.html
http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ilsweb.html
http://pss.uvm.edu/pss162/learning_styles.html#1

*Language and Literacy Effective Classroom Practices: Education Place®*
http://www.eduplace.com/rdg/res/literacy/

*Research in Literacy Development: The National Research Center on English Learning & Achievement*
http://cela.albany.edu/research.htm

*Language Development: The American Speech-Language-Hearing Association*
http://www.asha.org/speech/development/lang_lit.cfm

*Early Childhood and Middle Childhood*

§ Shyness § Separation anxiety § Fears/phobias § Making friends § Nightmares/sleep problems § Reluctant speakers

Child Psychology Development Index http://psychology.about.com/cs/child/
drSpock www.drspock.com
KidsHealth for Parents http://kidshealth.org/parent/emotions/
Parent Soup http://www.parentsoup.com/
LD Online www.ldonline.org

7/2 **Goals and Consequences in Learning**


http://tip.psychology.org/index.html

7/4 **Independent Work**

The AskERIC Web site http://ericir.syr.edu

7/9 **Cognitive and Constructivist Perspectives**

Piaget   http://www.piaget.org/
Vygotsky  http://www.igs.net/~cmorris/vygotsky.html
Constructivism in mathematics  http://mathforum.org/mathed/constructivism.html
Teaching intelligent behaviors  http://www.carr.lib.md.us/ccps/fve/intellig.htm
NASA's Applied Cognition game
http://human-factors.arc.nasa.gov/cognition/tutorials/index.html

The Eisenhower National Clearinghouse http://www.enc.org/topics/inquiry/
The Center for Critical Thinking  http://www.criticalthinking.org
NEA Works4Me Tips Library  http://www.nea.org/helpfrom/growing/works4me/teachtlec/thinking.html
NRWEL  http://www.nwrel.org/scpd/sirs/6/cu11.html

*Esme analysis paper due*

7/11  *Motivation*


Visit Frank Pajares’ website and check out the resources of self-efficacy:
http://www.emory.edu/EDUCATION/mfp/

Carol Dweck  http://www.education-world.com/a_curr/curr197.shtml
Alfie Kohn  http://www.webtools.familyeducation.com/article/0,1120,3-281-0-1,00.html
The Northwest Regional Educational Laboratory  http://www.nwrel.org/request/oct00/index.html

7/16  *Teaching for Learning*


Cooperative Learning
http://www.clerc.com/
http://edweb.sdsu.edu/webquest/webquest.html

Reading  http://www.ciera.org
Problem-based learning  http://peabody.vanderbilt.edu/projects/funded/Jasper/
The Questioning Toolkit  http://www.fno.org/nov97/toolkit.html

7/18  *Classroom Management: Creating Places for Learning*


The Southern Poverty Law Center sponsors the Teaching Tolerance education project  www.tolerance.org
The Center for Talented Youth (CTY)  http://www.jhu.edu/gifted/teaching/classroom.htm
Self-quiz on your style of classroom management  http://education.indiana.edu/cas/tt/v1i2/what.html

7/23  *Assessing Student Learning*

Draft of Portfolios due.

7/25  Conclusions: Leading for Learning

Final Portfolios due by Friday, July 26 at 4:00 PM to 141 Ramseyer.

7.  BIBLIOGRAPHY

General References


Conceptions of Learning


**Academic Work, Motivation, and Classroom Tasks**


Learning Strategies and Self-Regulated Learning


Social Processes in Learning


The Psychology of Learning Subjects

Berliner, D., & Calfee, R. (Eds.), Handbook of educational psychology, Part III, School curriculum and psychology (pp. 399-672). New York: Macmillan.


