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>
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<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>
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<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>
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<tr>
<td>8</td>
<td>7/18</td>
<td>Classroom Management: Creating Places for Learning</td>
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<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>
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</table>

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

<table>
<thead>
<tr>
<th></th>
<th><strong>Professional Portfolio:</strong> 40% of grade  <strong>Due July 26 by 4:00 PM (141 Ramseyer)</strong></th>
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<tbody>
<tr>
<td></td>
<td>The major assignment for this class is to 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>
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<tr>
<th></th>
<th>**4 to 5 page analysis paper 25%  <strong>Due July 9 in class.</strong></th>
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<tbody>
<tr>
<td></td>
<td>Analyze <em>Nobody Left to Hate</em> and relate to the chapters in your text.</td>
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<th><strong>Class Assignments:</strong> 25%</th>
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<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>
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<th><strong>Participation in class:</strong> 10%</th>
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<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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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<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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</table>

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

**Required:**


6. **SCHEDULE**

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


Sites 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

**Adolescence**

§ Depression
§ Suicide
§ Substance abuse
§ Parent/child tensions
§ Delinquency
§ Eating disorders

American Academy of Child & Adolescent Psychiatrist (http://www.aacap.org/)
Center for Adolescent Studies (http://education.indiana.edu/cas/)
Child Development Institute (http://www.childdevelopmentinfo.com/)
Connect for Kids (http://www.connectforkids.org/)
Resources on Adolescent Development http://www.indiana.edu/~iuepsyc/topics/r_ado.htm
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


Vygotsky  [http://www.igs.net/~cmorris/vygotsky.html](http://www.igs.net/~cmorris/vygotsky.html)
Constructivism in mathematics  [http://mathforum.org/mathted/constructivism.html](http://mathforum.org/mathted/constructivism.html)
Teaching intelligent behaviors  [http://www.carr.lib.md.us/ccps/fve/intellig.htm](http://www.carr.lib.md.us/ccps/fve/intellig.htm)

The Eisenhower National Clearinghouse  [http://www.enc.org/topics/inquiry/](http://www.enc.org/topics/inquiry/)
The Center for Critical Thinking  [http://www.criticalthinking.org](http://www.criticalthinking.org)
NEA Works4Me Tips Library  [http://www.nea.org/helpfrom/growing/works4me/teachtec/thinking.html](http://www.nea.org/helpfrom/growing/works4me/teachtec/thinking.html)

Nobody Left to Hate reaction paper due

7/11 Motivation


Visit Frank Pajares’ website and check out the resources of self-efficacy:  
[http://www.emory.edu/EDUCATION/mfp/](http://www.emory.edu/EDUCATION/mfp/)
Alfie Kohn  [http://www.webtools.familyeducation.com/article/0,1120,3-281-0-1,00.html](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](http://www.nwrel.org/request/oct00/index.html)

7/16 Teaching for Learning


Cooperative Learning  
[http://edweb.sdsu.edu/webquest/webquest.html](http://edweb.sdsu.edu/webquest/webquest.html)

Reading  [http://www.ciera.org](http://www.ciera.org)
The Questioning Toolkit  [http://www.fno.org/nov97/toolkit.html](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](http://www.tolerance.org)
The Center for Talented Youth (CTY)  [http://www.jhu.edu/gifted/teaching/classroom.htm](http://www.jhu.edu/gifted/teaching/classroom.htm)
Self-quiz on your style of classroom management  [http://education.indiana.edu/cas/tt/v112/what.html](http://education.indiana.edu/cas/tt/v112/what.html)
7/23  Assessing Student Learning


General Sites  
http://www.middleweb.com/SBRGuide.html  
http://www.ncrel.org/sdrs/pathwayg.htm

Edutopia Online  
http://www.glef.org  
*Practical Assessment, Research and Evaluation* http://ericac.net/pare/

*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


