ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators
who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS
EDF 3150: Learning Theory and Student Development
Summer 2024

*The syllabus course calendar and other attending documents are subject to change during the semester
in the event of extenuating circumstances.*

Course Prefix:	EDF 3150
Section #:	1087
Credit Hours:	1
Co-requisites:	None
Pre-requisites:	Admission to Elementary Education (K-6) with Infused ESOL & Reading Endorsements (Bachelor of Science) (ELEDR-BS)

Day, Time and Campus:	Online
Modality:	Online – Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.
Professor:	Cher N. Gauweiler
Office Hours:	As posted on instructor website at: https://web.spcollege.edu/instructors/id/gauweiler.cher
Office Location:	Tarpon Springs, BB 106
Office Phone:	(727) 712-5420
Email Address:	gauweiler.cher@spcollege.edu or through MyCourses (preferred)

ACADEMIC DEPARTMENT: College of Education

Dean:	Dr. Heather B. Duncan, Ph.D.	
Office Location & Number:	Tarpon Springs	BB 101

I. COURSE DESCRIPTION

This course examines major learning theorists and their contributions. Course content explores issues related to social, emotional, and cognitive development with an emphasis on implications for instruction based on the diverse needs of students.

II. MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES

1. Students will examine the psychological development of children and adolescents by:

   a. Describing characteristics of social, emotional, and cognitive development.

    b. Identifying contributing factors related to social, emotional, and cognitive development.
    c. Analyzing the effect on social, emotional, or cognitive development and learning related to specific case studies.

2. Students will compare and contrast the principles of major learning theorists by:

    a. Identifying contributors of the three major learning theories: behavioral, cognitive, and social constructivism.
    b. Describing principles of each learning theory.
    c. Comparing and contrasting each theory.

3. Students will analyze the impact of major learning theories on education by:

    a. Examining how the different learning theories have shaped curriculum.
    b. Evaluating the effectiveness of each approach given a specific scenario/learning situation.

4. Students will explore the intersection of educational theory and instruction in an historical and contemporary context by:

    a. Determining which educational theories were historically utilized.
    b. Identifying appropriate strategies to engage all students in critical, creative or evaluative thinking.
    c. Analyzing their beliefs about how knowledge is developed and connecting their beliefs with a specific learning approach.
    d. Defending their choice of learning theory and how the understanding of student development supports their decision.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

Textbook(s)	Required*: J. Snowman & R. McCown. (2014). Psychology Applied to Teaching*. (14 ed.) Cengage.
	Recommended: None
Anthology Portfolio	Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor's degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students.

B. Supplemental Material

Resources: Provided in MyCourses
Materials: Available in MyCourses
Library: http://www.spcollege.edu/libraries/

C. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed.

All work must be submitted in an original electronic file format **unless otherwise specified**. Links to files are not acceptable.

IV. COURSE REQUIREMENTS & EXPECTATIONS

A. School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements
This course requires 0 hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

B. ALL Course Assignments

Assignment	Points
Assignments (3 @ 25 points each)	75
Assignment 1: Infographic	
Assignment 2: Venn Diagram	
Assignment 3: Timeline	
Discussion: Introduction	5
Quizzes (7 @ 10 points each)	70
Total	**150**

College of Education Grading Scale	
90% – 100%	**A**
83% – 89%	**B**
75% – 82%	**C**
68% – 74%	**D** (Repeat course)
67% or less	**F** (Repeat course)

__UCC Assignments:__ Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course. Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see __BOT Rule 6Hx23-4.72__ for consequences.

Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.

C. Assignment Late Policy

Because assignments are posted at least two weeks in advance, there are no late assignments submissions. If there are extenuating circumstances such as a medical emergency, students must contact the instructor prior to the due date for an extension.

V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI

A. COE SYLLABUS STATEMENTS
https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing

B. SPC SYLLABUS STATEMENTS
http://www.spcollege.edu/addendum/

Each student must read all topics within this syllabus __and__ the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.

If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

VI. CALENDAR AND TOPICAL OUTLINE
No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

Week	Assignment (Due Dates in MyCourses)	MLOs
Week 1 5/20 – 5/26	Discussion: Introduction, due by Thurs., 5/23, 11:30 p.m. Chapter 1: Applying Psychology to Teaching Chapter 1 Quiz, due Tues., 5/28, by 11:30 p.m.	3a
Week 2 5/27 – 6/2 *Memorial Day May 27th College Closed*	Chapter 2: Theories of Psychosocial and Cognitive Development Chapter 2 Quiz, due Tues., 6/4 Assignment 1: Infographic, due 6/4	1a, 1b, 4a 1b, 1c, 2a, 3a 1a
Week 3 6/3 – 6/9	Chapter 7: Behavioral Learning Theory Operant Conditioning Chapter 7 Quiz, due 6/11	2a, 2b, 3a 2a, 3a, 3b
Week 4 6/10 – 6/16	Chapter 8: Information Processing Theory Chapter 8 Quiz, due 6/18	2b, 3a 2a, 3a, 3b

Week 5 6/17 – 6/23 *Juneteenth June 19th College Closed*	Chapter 9: Social Cognitive Theory Chapter 9 Quiz, due 6/25	2b, 3a 2a, 3a, 3b
Week 6 6/24 – 6/30	Chapter 10: Constructivist Learning Theory, Problem Solving and Transfer Chapter 10 Quiz, due 7/2	2a, 2b, 3a 2a, 3a, 3b
Week 7 7/1 – 7/7 *Independence Day July 4th College Closed*	Chapters 7 – 10 Assignment 2: Venn Diagram, due 7/9	2b, 2c
Week 8 7/8 – 7/14	Chapter 13: Approaches to Instruction Chapter 13 Quiz, due 7/16	4b
Week 9 7/15 – 7/21	All Chapters (1, 2, 7 – 10, and 13) Assignment 3: Timeline, due Sun., 7/21, 11:30 p.m.	4a, 4c, 4d
Week 10 7/22 – 7/26	Final grades are published	

VII. <u>Uniform Core Curriculum / Program Learning Objectives Assignments</u>

Not mapped on UDL framework or list the numbers of the components.