

**COLLEGE OF EDUCATION**  
**Department of Teacher Education**

**Holistic Transformer:** *Transforming and developing scholars, reflective thinkers, and responsible professionals who in turn will change and transform the Delta and the society beyond.*

**ED 302 Psychology of Learning and Human Growth and Development**

Instructor: Wayne Robinson, Ph.D.	Class Meetings- Location/Time: MWF 11:00 a.m.	Office Location: Rm. 159
Office Phone: 662.254.3711	E-mail Address: <a href="mailto:wrobinson@mvsu.edu">wrobinson@mvsu.edu</a>	Office Hours: M: 12:00 – 3:00 p.m. T: 10:00 – 3:00 p.m. W: 12 – 3:00 p.m.

**COURSE DESCRIPTION**

This course is designed to acquaint students with the principles and theories and research findings associated with teaching and learning. The course will emphasize the application of these principles in the development of effective student-teacher interactions and holistic transformers. The course will further emphasize the relationship among sound instructional practices, pedagogy, and student learning--while providing foundational knowledge of learning theories/theorists, principles of educational assessment, classroom management, student characteristics, and student motivation and perception. Three credit hours.

**CREDIT HOURS:** 3

**PREREQUISITE(S):** ED 102 General Psychology

**PURPOSE/RATIONALE**

Candidates will acquire the knowledge and skills necessary for effectively classroom planning and classroom management. Principles of teaching and learning will be explored and will form the basis for developing instructional strategies and approaches consistent with best practices and an understanding of student differences. Candidates will demonstrate familiarity with current authors and related literature ensuring a balanced perspective of theory, practice, and application. Candidates will develop an understanding of the diverse theories in the field, the strengths and shortcomings of each, and critically analyzing many controversial issues that impact teaching and learning. Key to this understanding is candidates' participation in early field experience. This course helps the College of Education achieve its overall goal of developing teachers as scholars, facilitators, reflective thinkers, and life-long learner.

Educational psychology, like any other discipline, is composed of an integrated set of theories, principles, concepts, and research findings. To highlight the interconnected nature of the subject matter that makes up educational psychology, a conscious effort is made to cross-reference and point out links among related ideas and approaches. As

stated earlier, technology is an integral part of the format for this course. Topics covered in this course provide numerous examples and guidelines for applying psychological concepts and research findings to classroom teaching. The concept of reflective teaching and its importance is dispersed throughout the course.

**GENERAL COURSE GOALS**

This course is designed to be part of the professional education core for Mississippi Valley State University’s (MVSU) College of Education’s (COE) Holistic Transformer Model. It provides students with knowledge of the major theories of learning and their relationship to classroom instructional practices. A life-span approach to human development is utilized to assist the student in the recognition of learning and growth as life-long processes. Technology is an integral part of 21<sup>st</sup> century instruction and is linked to virtually every topic introduced.

**MATRIX: LINKAGE OF THE HTM AND GENERAL COURSE GOALS**

<b>General</b>	<b>HTM</b>	<b>HTM</b>	<b>HTM</b>
<b>Course Goals</b>	<b>Scholar</b>	<b>Facilitator &amp; Reflective Thinker</b>	<b>Responsible Professional</b>
1	*		
2		*	
3		*	
4			*

**COURSE CONTENT**

**Required Text:**

Santorock, John W. (2006). *Psychology Applied to Teaching*. (2<sup>nd</sup> Ed.) McGraw-Hill

Secondary/Supplemental Resources: None

**Major Areas of Study:**

- Educational Psychology: A Tool for Effective Teaching
- Cognitive and Language Development
- Sociocultural Diversity
- Behavioral and Cognitive Approaches

**COURSE OBJECTIVES**

Class activities are centered on attainment of the College of Education outcomes and course learning objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by state and national standards.

1, Candidates will recognize their professional responsibility and engage in activities that foster professional growth through professional associations and professional development (INTASC 3, 9).

TECHNOLOGY INFUSION:

Technology to be used includes: Computer; Internet; PowerPoint; Blackboard; Overhead Projection System; VCR. (Course Objectives A, B, C, D)

MAJOR ACTIVITIES: Reflective Document

- Autobiography (minimum of one page double spaced)
- A paper titled “My Life” (Minimum of three pages double spaced about the stages of their life’s development from childhood up to their present age).
- Participate in all chapter tests, mid-semester and final examinations.
- Participate in group activities

INSTRUCTIONAL STRATEGIES:

- Lectures
- Seminars
- Class discussions
- Group projects
- Oral presentations

STUDENT EVALUATION: (Objectives 1 – 4)

Portfolio/Reflective Document Assessment:

The individual student portfolios include, but are not limited to the artifacts listed below.  
Grade Procedures

- Autobiography (May include your resume)(Minimum of one double spaced page)
- Paper: My Life – From Childhood until Now (Minimum of three double spaced pages)
- Interview of an elderly individual. Include information about their background, career, family and current circumstances. (Minimum of two double spaced pages)
- Bucket List: List a minimum of four things you want to do before you die. You must discuss each in at least one paragraph.
- Goals and Dreams: Write an essay about your goals and dreams, i.e., the things you plan(ed) to do with your life. (Minimum of two double spaced pages)
- Article(2): Select two articles on any topic dealing with Human Growth and Development, summarize two articles, include the name of the author(s), source i.e, journal, magazine, online, date of the articles, and note the significance/most important point of the articles. Copy the first page of the articles and attach it to the back of each summary.

\*It is expected that you will have a cover page. Be creative. A simple stapled document is unacceptable for a passing grade.

**Grading Scale:**

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59 and below

ADA/STUENTS WITH SPECIAL NEEDS

Any student requiring accommodations or services due to a disability must contact the University College, Office of the ADA Coordinator, located in Social Science Building. The coordinator can be contacted directly at 662.254.3005 or through the University College office number. The student requiring special instructional strategies should, in writing, make these special needs known to the instructor during the first week of the course. The instructor will meet with the student to insure access to resources in the University and make appropriate instructional modification as required.

PLAGARISM/ACADEMIC INTEGRITY:

Cheating and plagiarism are not to be tolerated. If it is established beyond a reasonable doubt that a violation has occurred, instructors may determine the penalty, or may report the offense to the division/department chair and dean of their school. The usual penalty involves a grade of zero on the test, examination, or paper in question; the instructor may require the student to take another test or submit another paper

CALENDAR OF ACTIVITIES/COURSE OUTLINE/SCHEDULE:

August 20, 2018 – Introduction to Human Growth & Development

**September 3, 2018 – Labor Day Holiday**

September 5, 2018 – Kohlberg's Theory of Development

September 17, 2018 – The 12 Stages of life

September 24, 2018 – Mid Term Examination Review

**October 1, 2018 – Mid Term Examination**

October 8, 2018 – Psychosexual Theory of Development

October 29, 2018 – Understanding Ourselves

November 12, 2018 – Death and Dying: Stages of Grieving

**November 12, 2018 – Portfolio due**

November 26, 2018 – Review for Final Exam

**December 3, 2018 – Final Examination**

ASSURANCE STATEMENT:

Mississippi Valley Sate University adheres to all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with the Disability Services Office located in the University College.

REFERENCES

- Alberto, P. A. and Troutman, A.C. (2003). *Applied behavior analysis for teachers* (6<sup>th</sup> ed). New Jersey: Prentice Hall.
- Campbell, L., Cambell, B. and Dickinson, D. (2004). *Learning through multiple intelligences* (3<sup>rd</sup> ed.). Boston: Allyn and Bacon
- Eggen, P. and Kauchak, D. (2001), *Educational Psychology, windows on classrooms* (5<sup>th</sup> ed). New Jersey: Prentice Hall
- Greenwood, G.E., Fillmer, H.T. and Parkay, F. W. (2002). *Educational psychology cases* (2<sup>nd</sup> ed). New Jersey: Prentice Hall.
- Killen, J. L. (1998). *Piaget, evolution, and development*. Mahwan: Erlbaum Lawrence Association, Inc.
- Mooney, C. G. (2002) *Theories of childhood: An Introduction to Erikson, Piaget, and Vygotsky*. St. Paul: Redleaf Press
- Ormrod, J.E. (2003). *Educational Psychology* (4<sup>th</sup> ed.) New Jersey: Prentice Hall  
p.41-56.
- Podell, David M. (2000). *Educational psychology*. Madison: Coursewise Publishing Inc.
- Santruck, J.W. (2001) *Educational Psychology*. Boston: McGraw Hill
- Sternberg, R. J. and Williams, W. M (2002) *Educational Psychology*. Boston: Allyn and Bacon.